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Vol. VIII

JUNE, 1922

No. 2

BULLETIN

State Normal School

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1922/23, 1923/24, 1925/26

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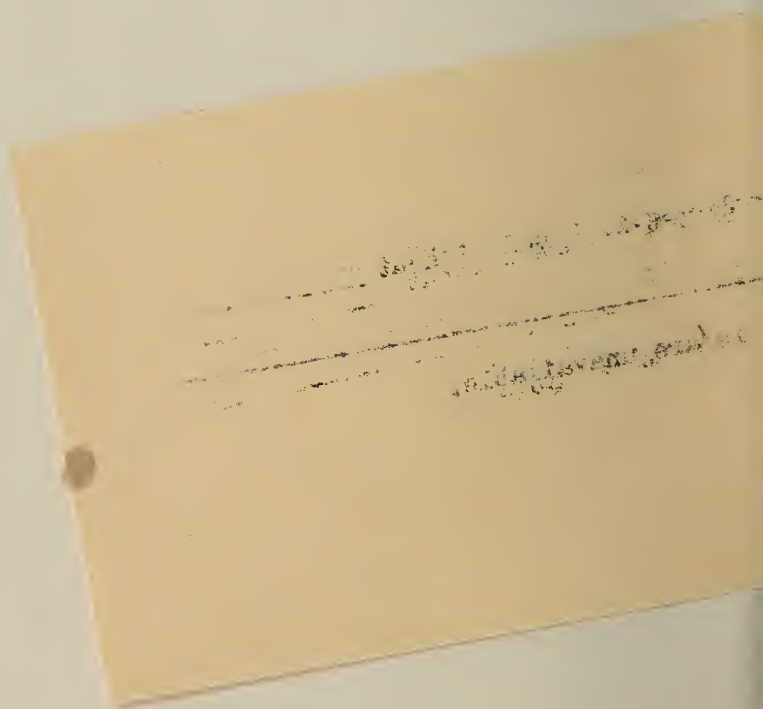
ELEVENTH ANNUAL CATALOGUE

Catalogue 1921-22

Announcements 1922-23

Published Quarterly in January, April, June and October

Entered as second-class matter April 12, 1915, at the Post Office at Fredericksburg, Va., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized July 18, 1918.



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Vol. VIII

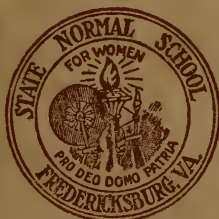
JUNE, 1922

No. 2

BULLETIN

State Normal School for Women

Fredericksburg, Virginia



ELEVENTH ANNUAL CATALOGUE

Catalogue 1921-22

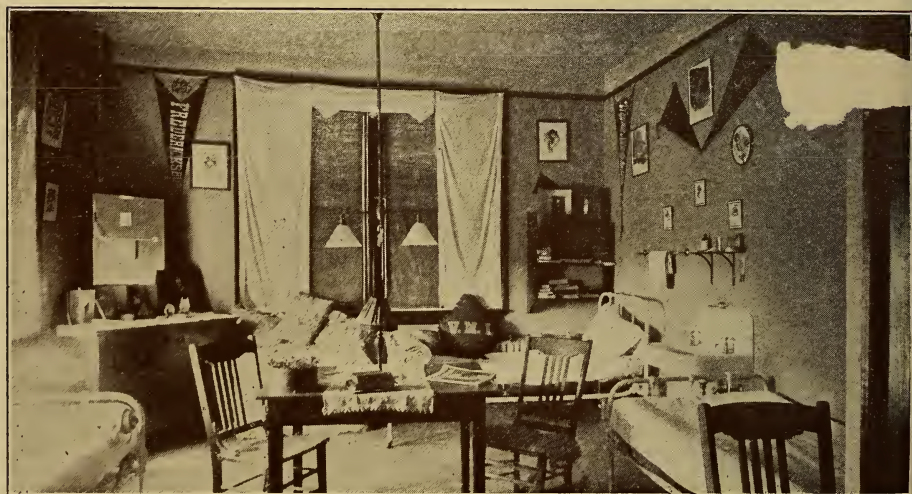
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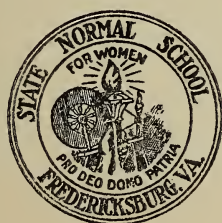


STUDENT'S ROOM

ELEVENTH ANNUAL CATALOGUE

State Normal School for Women

Fredericksburg, Virginia



CATALOGUE FOR 1921-1922
ANNOUNCEMENTS FOR 1922-1923

Session Opens September 21, 1922

Session Closes June 12, 1923

Contents

	PAGE
Application Blank	124
Alumnac Service Bureau	29
Athletic Trophies	29
Athletics	27
Business and Home Departments	16
Buildings	23
Basket-ball, Tennis	28
Battlefield and Bullets	40
Bible	72
Calendar	6, 7
City of Fredericksburg	22
Courses of Study	45, 52
Commencement	37
Credits and Classification	48
Commercial Education	104
Class of 1921-'22	109
Day Students	35
Discipline	38
Degree Courses	67
Extension Bureau	29
Expenses	43
Excursions	30
Education	61
Employment Scholarships	37
English	68
Faculty	9, 30
Faculty Committees	17
French	84
Fine and Industrial Arts	88
Former Graduates	116
Gymnasium	27
General Notes	51
History of School	19
Health of Students	34
Home Life	38
Home Economics	85
Health Education	98
Location	22
Library	26
Literary Societies	37
Lyceum Course	38
Latin	83
Lectures and Entertainments	31
Mail Service	30
Moving Pictures	38
Music Department	46, 93
Mathematics	73
Notes on Courses	45, 59
Offices Held by Students	39

	PAGE
Positions for Students	42
Quarter Basis	50
Rural H. S. Contests	28
Religious Life	32
Rooming by Classes	45
Rural School Observation	47
Records and Reports	49
Rural Arts	76
Register of Students	110
School Equipment	25
State Scholarships	35
Special Scholarships	36
Student Loan Fund	36
Student Aid Fund	36
Student Government	39
Students' Dresses	41
Students' Pledge	41
Selection of Work	50
Summer Quarters	50
Science	75
Social Sciences	77
Teacher's Creed	5
Textbooks	30
Training-Schools	47
Training-School Students	114
Virginia Normal School Board	8
Visitors	41
Word to Superintendents	42
Y. W. C. A.	32

A Teacher's Creed

I believe in boys and girls, the men and women of a great to-morrow; that whatsoever the boy soweth the man shall reap.

I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching and in the joy of serving others.

I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the schoolroom, in the home, in daily life, and in out of doors.

I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.

EDWIN OSGOOD GROVER.

CALENDAR

1922

JANUARY							JULY						
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1923

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MAY							NOVEMBER						
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20	21	22	23	24	25	26	18	19	20	21	22	23	24
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School Calendar 1922-23

School opens	Thursday, September 21st
Registration Day, new students.....	Thursday, September 21st
Registration Day, old students.....	Friday, September 22nd
Class work begins.....	Monday, September 25th
First Quarter ends.....	Noon, December 21st
Second Quarter ends.....	Friday, March 23rd
Third Quarter ends	Tuesday, June 12th
Thanksgiving Holiday	Thursday and Friday November 31st and December 1st
Christmas Holiday	Noon, December 21st to January 3rd (A. M.)
Easter Holiday	Friday, March 30th—Monday, April 2nd
School closes.....	Tuesday, June 12th
First Month ends	October 19th
Second Month ends	November 16th
Third Month ends	December 14th
Fourth Month ends	January 23rd
Fifth Month ends	February 20th
Sixth Month ends	March 20th
Seventh Month ends	April 17th
Eighth Month ends	May 15th
Ninth Month ends	June 12th

All students of whatever religious faith are expected to conform to the holiday schedule as outlined above.

NOTES

The dormitories will be open for boarders and supper will be served on Wednesday, September 20th. All new students, and those former students who are candidates for special examinations, will report to the Registrar on September 21st, so that they will be ready for special examinations September 25th.

Students returning late after holidays or leaving before holiday begins will lose in class standing. Only sickness or some great emergency is considered a valid excuse for absence from class work. Such excuses will be passed upon by the Registrar or Dean of Women. Such excuses will not be given except under very unusual circumstances.

Students may enter at the beginning of any quarter.

Reports will be mailed parents at the close of each quarter. Special reports will be sent at other times if occasion requires it.

The schedule of lectures for 1922-23 is posted at beginning of Session, and will be adhered to strictly. Students are requested to note this schedule, and plan their work accordingly.

No reduction is made in board for temporary absence from the School. Absence due to sickness and extending over a week, will be credited on board bill. Full credit is allowed for Christmas holiday, but no credit is allowed for other holidays.

Virginia Normal School Board

V. R. SHACKLEFORD, *President*, Orange, Va.

R. S. CHAMBERLAYNE, Jr., Phenix, Va.

E. O. LARRICK, Middletown, Va.

GEO. L. TAYLOR, Big Stone Gap, Va.

ALFRED G. PRESTON, Amsterdam, Va.

DR. J. M. DeJARNETTE, Fredericksburg, Va.

BEN W. MEARS, Eastville, Va.

MISS BELLE WEBB, Prince George, Va.

MISS KATHERINE COOK, Roanoke, Va.

MERRITT T. COOKE, 423 W. Bute St., Norfolk, Va.

W. C. LOCKER, 805 E. Marshall St., Richmond, Va.

GEORGE M. WARREN, Bristol, Va.

GOV. E. LEE TRINKLE, *Ex-Officio*.

HARRIS HART, *Superintendent Public Instruction*, Richmond,
Virginia.

ROBERT K. BROCK, *Secretary-Auditor*, Farmville, Va.

EXECUTIVE COMMITTEE

MESSRS. SHACKLEFORD, PRESTON, TAYLOR, LOCKER, HART,

FINANCE COMMITTEE

MESSRS. LOCKER, CHAMBERLAYNE, DeJARNETTE, MISS WEBB

INSURANCE COMMITTEE

MESSRS. LOCKER, DeJARNETTE

COURSE OF STUDY COMMITTEE

MESSRS. LOCKER, HART, MISS WEBB

FACULTY

1921-22

The order of names has no special significance.

A. B. CHANDLER, Jr., B.A., M.A.

PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B.A. and M.A. University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of News Leader; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor Virginia Journal of Education, 1918-1919; Vice-President State Teachers' Association, Third and First Districts; President Fredericksburg State Normal, May, 1919—.

BUNYAN Y. TYNER, B.A., M.A.

DEAN AND PROFESSOR EDUCATION

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B.A., Wake Forest College; M.A., Columbia University, with Special Diploma in Education; Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal The Wingate High School of North Carolina; Graduate Student, Teachers' College, Columbia University, Summer Session, 1919; Professor in Education, Wake Forest College, Summer Session, 1921; Fredericksburg State Normal School, 1912—.

W. N. HAMLET, C.E.

PROFESSOR MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C.E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg Normal School, 1911—.

WALTER JORSENSEN YOUNG, A.B., A.M., Ph.D.

PROFESSOR SOCIAL SCIENCES

A.B., Richmond College, 1907; A.M., 1910; Ph.D., 1911, University of Pennsylvania; Graduate Student, Summer Session, Columbia University, 1911; Summer Session, University of Pennsylvania School of Education, 1913; Professor of Biology, Psychology and Philosophy, Hampden-Sidney College, Virginia, 1911-13; Professor of Philosophy and Education, Richmond College, Virginia, 1913-18; Supervisor of City Schools, Suffolk, Va., 1918-19; Professor of Education, Summer Session, Harrisonburg State Normal School, 1918; Principal of Summer School, Suffolk, Va., 1919; Fredericksburg State Normal School, 1919—.

ETHEL I. SUMMY, A.B., M.A.

TRAINING SCHOOL SUPERVISOR AND PROFESSOR IN EDUCATION

Graduate City Normal School, Washington, D. C., A.B., and M.A., George Washington University; Graduate Student Teachers' College, Columbia University, 1918-19; Assistant in Nature Study and Gardening, Wilson Normal School, Washington, D. C.; Primary Demonstration Teacher, University of Tennessee Summer School, 1917; Instructor in Education, University of Virginia Summer School, 1918-19-20; Institute Work in Maryland and Virginia; Elementary Supervisor Fredericksburg Normal School, 1920—.

CARRIE BELLE VAUGHAN, B.A.

PROFESSOR OF ENGLISH

Educated in Schools of Hartsville, S. C.; Winthrop College; B.A., Columbia College; Special Work in English and History; University of Virginia; University of Chicago; Teachers' College, Columbia University; Teacher in High School, Marshville, N. C.; Head Department of History, La Grange College, Georgia; Fredericksburg Normal, 1919—.

PEARL M. HICKS

PROFESSOR PHYSICAL EDUCATION

Preparatory Education in Public Schools, St. Joseph's Academy, and Indiana State Normal Terre Haute, Indiana; Graduate Thomas Normal Training School, Department of Physical Education, Detroit, Mich.; Taught in Public Schools, Indiana and Southwest; Teacher Physical Education, Detroit Public Schools; Physical Director Pennsylvania Training School; Physical Director Fredericksburg State Normal School, 1920—.

FRANCIS C. LOWE, B.S.

RURAL TRAINING SCHOOL SUPERVISOR, PROFESSOR NATURAL SCIENCE

Graduate Georgia State College for Women, 1912; Student University of Tennessee, Summer Session, 1913; Student University of California, Summer Session, 1915; Member Vassar Farm Unit, Vassar College; Supervisor Woman's Land Army Camp, Ridgefield, Connecticut, Summer 1918; Student Peabody College for Teachers, 1919-20; Instructor in Agriculture, Georgia State College for Women, 1912-19—1920-21; Professor Agriculture and Rural Supervisor Fredericksburg State Normal School, 1921—.

MRS. CHARLES LAKE BUSHNELL, B.A.

DEAN OF WOMEN AND PROFESSOR BIBLE

Graduate University of Tennessee, B.A.; Professor of Latin, Reidsville, N. C., High School; Professor of English, Winthrop College; Principal Gwynn School; Dean of Women Synodical College, Fulton, Mo.; Dean of Women, Fredericksburg State Normal School, 1921—.

MRS. DALIA L. RUFF

DIETITIAN AND ASSISTANT DEAN OF WOMEN

Educated in Public Schools of Virginia; State Normal School, Farmville, Va.; Teacher in Public Schools of Virginia, 1906-1911; Teacher in High Schools of North Carolina, 1911-1918; State Normal College, Greensboro, N. C.; Fredericksburg State Normal School, 1919—.

ETHEL A. BELDEN, B.S.

PROFESSOR COMMERCIAL EDUCATION

Graduate Northfield Seminary and Bay Path Institute; B.S., Teachers' College, Columbia University; Student, Oberlin College two years; Simmons College and Columbia University Summer Schools; Head of the Commercial Department, Simsbury, Conn., High School; Flemington, N. J., High School; Princeton, N. J., High School; Reconstruction Aide, Medical Department, U. S. A.; Professor Commercial Education, Fredericksburg State Normal School, 1920—.

ADELAIDE M. CONKEL

ASSISTANT PROFESSOR COMMERCIAL EDUCATION

Preparatory Education in the Public Schools of Rochester, New York; Graduate of the Plattsburgh State Normal School, Commercial Education Course, Plattsburgh, New York; Fredericksburg State Normal School, 1921—.

J. LOUISE LEWIS

PROFESSOR FINE AND INDUSTRIAL ARTS

Full Diploma and Industrial Arts Diploma, Fredericksburg State Normal School, 1915; Teacher of Fine and Industrial Arts in the Glen Allen Graded School, Virginia, 1915-16; Assistant Fine and Industrial Arts Department, Fredericksburg Normal School, 1916-20; Student of Fine and Industrial Arts, Teachers' College, Summers of 1917 and 1918; Teacher of Drawing in Farmville State Normal Summer School, 1920; Student of Fine and Industrial Arts, Teachers' College, Session 1920-21; Professor Fine and Industrial Arts, Fredericksburg State Normal School, 1921—.

MAUDE M. JESSUP

ASSISTANT PROFESSOR FINE AND INDUSTRIAL ARTS

Graduate Charlottesville High School and Normal Training School; Teacher Public Schools of Virginia, 1912-15-16-17; Industrial Art and Drawing Professional Certificates, University of Virginia Summer School; Advanced Student of Normal Art, Industrial Art School of Pennsylvania, Philadelphia, 1913-1914; Assistant in Industrial Arts, University of Virginia Summer School, 1917; Clerk, Belgium Relief, Food Administration, Washington, D. C., 1918; Drawing and Industrial Arts Instructor University of Virginia Summer School, 1919-21; Supervising Teacher of Drawing, Primary Schools, Washington, D. C., 1919-21; Student, George Washington University, 1919-21; Assistant Professor Fine and Industrial Arts, Fredericksburg State Normal, 1921—.

AMELIA DODDRIDGE, Ph.B.**PROFESSOR HOME ECONOMICS**

Graduate De Pauw University, Greencastle, Indiana; Thomas Normal Training School, Detroit, Michigan; Special Student Teachers' College, Columbia University; Instructor of Cookery, Manual Training High School, Indianapolis, Indiana; Home Demonstration Agent with State College of Delaware, Wilmington, Delaware; Head of Home Economics Departments Shorter College, Rome, Georgia, Massillon, Ohio, High School, Anderson College, Anderson, S. C.; Fredericksburg State Normal School, 1921—.

GRACE K. TANNER, A.B.**ASSISTANT PROFESSOR HOME ECONOMICS**

A.B., Fredericksburg College, 1914; Graduate Fredericksburg State Normal, 1915; Teacher Household Arts, Cape Charles High School, 1915-16; Special Student Household Arts, Teachers' College, Summer, 1917; Industrial Arts Graduate, Fredericksburg Normal, 1918; University of Virginia, Summer Session, 1918; Teachers' College, Columbia University, Summer 1920; Assistant Household Arts, Fredericksburg State Normal, 1916—.

ELIZABETH N. WILLIAMS**PROFESSOR PUBLIC SCHOOL MUSIC**

Preparatory Education in the Public Schools of St. Louis; State Normal School, Terre Haute, Ind.; Cornell University, Ithaca, N. Y.; Piano, Prof. Max Beyer, St. Louis, Mo.; Voice, Prof. Rudolf Heyne, Indianapolis, Ind.; Supervisor of Music, Elnora, Ind., Greenfield, Ind., Maysville, Ky.; Choir Director; Teachers' Institute Director; Director of Music Fredericksburg State Normal School, 1919—.

NORA C. WILLIS**PROFESSOR INSTRUMENTAL MUSIC—PIANO**

Educated in Public School of Fredericksburg; Graduate of Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhart, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Fredericksburg State Normal School, 1911—.

FREDERIC A. FRANKLIN**PROFESSOR PIANO, VIOLIN, HARMONY**

Chicago Musical College; Private Pupil of Robert Braine, Springfield, Ohio, and John Bayer, New York City; taught two years in college work in the Southwest; Thirteen years Musical Director of Fredericksburg College; since 1914 Proprietor and Director of the Fredericksburg School of Music; Composer and Arranger of Much Educational Material for Piano, and Violin and Piano, including The Juvenile Violinist. Selected Classics for Violin and Piano, Operatic Album for Violin and Piano, etc.; Fredericksburg State Normal School, 1917—.

MRS. B. Y. TYNER, B.A.

PROFESSOR LANGUAGES

Preparatory Education, The Wingate High School, North Carolina; B.A., Meredith College; Teacher History and Languages Union Institute, North Carolina; Instructor in Wingate High School; Languages, Fredericksburg State Normal School, 1920—.

NINA L. MORGAN

LIBRARIAN

Graduate Piedmont College Academy, Demorest, Ga.; Assistant Librarian, Piedmont College Library, 1916-19; Graduate Carnegie Library School, Carnegie Library of Atlanta, 1921; Fredericksburg State Normal School, 1921—.

GERTRUDE WILLIAMSON WHITE

SUPERVISOR HIGH SCHOOL GRADES

Graduate Waynesboro High School, 1915; Graduate Fredericksburg State Normal School, 1917; Teacher in schools of Arlington County, 1917-1920; Principal George Mason High School, 1919-20; Student University of Virginia Summer School, 1920; Assistant in English and Instructor in Writing, Fredericksburg State Normal School, 1920-21; Instructor in English and Writing, Summer Session, 1921; Supervisor High School Subjects, Fredericksburg State Normal School, 1921—.

ELLA OPHELIA WILKES, A.B.

SUPERVISOR HIGH SCHOOL GRADES

A.B., Winthrop College, Rock Hill, S. C., 1914; Teacher in Culleoka High School, Culleoka, Tenn., 1916-17; Principal of Culleoka High School, 1917-18; Teacher in the Lake Forest Schools, Lake Forest, Ill., 1919-21; Summer Session University of Virginia, 1921; Supervisor of High School Grades, Fredericksburg State Normal, 1921—.

MARY MINOR RICHARDSON

SUPERVISOR GRAMMAR GRADES, LEE HILL SCHOOL

Graduate State Normal School, Fredericksburg, 1917; Teacher in Public Schools of Virginia, 1917-19; Summer Course in Rural Supervision, Radford Normal School, 1919; Rural Supervisor, Spotsylvania County, Va., 1919-20; Supervising Teacher, Lee Hill Rural School, 1920—; Special Course in Rural Education, Teachers' College, Columbia University, Summer 1921.

ESTHER A. E. MAAKESTAD

SUPERVISOR PRIMARY GRADES, LEE HILL SCHOOL

Graduate Central High School, Suttons Bay, Michigan; Graduate Michigan State Normal College, Ypsilanti, Michigan; Summer School, Mt. Pleasant Normal, Mt. Pleasant, Michigan; Taught in Public Schools of Leelanau County, Michigan; Taught in City School of Flint, Michigan; Taught in Public Schools of Petersburg, Alaska; Supervisor Primary Grades, Lee Hill School, 1921—.

EDWARD FRANCIS BIRCKHEAD, Jr., B.A., M.A.

SUPERINTENDENT SCHOOLS AND CHAIRMAN TRAINING
SCHOOL COMMITTEE

Public Schools of Virginia; Student of William and Mary College, 1899-1903; B.A. Degree, William and Mary College; Graduate Student, University of Virginia, 1908-09; Graduate Student Columbia University; M.A. Degree, Columbia University, 1912; Principal Public Schools in Albemarle County, 1903-9; Principal Louisa High School, 1909-11; Principal Fredericksburg High School, 1911-12; Supt. of Schools, Fredericksburg, 1912—; Summer School, Fredericksburg State Normal; Vice-President Virginia State Teachers' Association; Director of Virginia Educational Conference.

FANNIE B. WRIGHT

PRINCIPAL ELEMENTARY SCHOOL AND SUPERVISOR 5TH GRADE

Educated in Public Schools of Lynchburg, Virginia; Summer Courses Bedford City (2), Roanoke (2), Lynchburg (2), Fredericksburg (1), University of Virginia (8), Columbia University (1), Peabody College (1); Extension Courses University of Virginia; Teacher rural schools three years, first, second, third, and fifth grades; Teacher in elementary grades; Departmental Teacher in English, History, and Algebra; Organizer of Night Schools; Principal Summer Schools for retarded pupils, Lynchburg; Critic Teacher 5th Grade, Fredericksburg Training School, 1919-20; Principal of Elementary School and Supervisor 5th Grade, Fredericksburg Normal, 1920—.

ETHEL H. NASH

SUPERVISOR FIRST GRADE

Graduate of Fredericksburg High School; Graduate of Fredericksburg State Normal School; Student Fall Term, George Peabody College for Teachers; Demonstration Teacher, Fredericksburg Summer School, 1919-1920; Primary Instructor, Asheville Normal School, Asheville, N. C., 1921; First Grade Supervising Teacher, Training School, Fredericksburg State Normal, 1918—.

MYRTLE TOWNES

SUPERVISOR SECOND GRADE

Graduate State Normal School, Farmville, Va., 1911; Supervising Teacher, Second Grade, Fredericksburg Normal Training School, 1911-1920; Demonstration Teacher of Grades II and III, Fredericksburg Summer School, 1915; Student at Teachers' College, Columbia University, Summer Session, 1916; Demonstration Teacher of Grades II and III, Fredericksburg Summer School, 1918; Supervising Teacher, Fredericksburg Normal Training School, Second Grade, 1921-22—.

ASHTON HATCHER

SUPERVISOR THIRD GRADE

Graduate Chester High School; Professional Diploma from Farmville State Normal, 1911; Summer Work, University of Virginia, 1914; Summer Teachers' College, 1921; Third and Fourth Grades, St. Paul, Va., 1911-

1913; Fourth and Fifth Grades, Chester Agricultural High School, 1913-1917; Second Grade, Marion, Va., 1917-18; Supervisor Second Grade, Fredericksburg Normal, 1920—.

FLORA LESSIE LEA, B.S.

SUPERVISOR FOURTH GRADE

Graduate State Normal School, Farmville, Va., 1912; B.S., George Peabody College for Teachers, Nashville, Tenn., 1920; Principal The Laurel Industrial School, 1913-1917; Teacher in High Schools of Virginia, 1912-13—1918-19; Supervising Teacher of Fourth Grade, State Normal School, Fredericksburg, Va., 1921—.

BETTIE H. SHORT

SUPERVISOR SIXTH GRADE

Graduate of Lawrenceville High School; Graduate Farmville State Normal, 1912; Summer Course, University of Virginia, 1916; Summer Course, Teachers' College, N. Y., 1919; Assistant Principal Charlie Hope High School, 1912-1914; Principal Ebony High School, 1914-1916; Principal Buckhorn High School, 1916-1918; Principal Ebony High School, 1918-1919; Sixth Grade Supervising Teacher, Fredericksburg State Normal, 1919—.

RUTH FERRIS

STUDENT ASSISTANT IN LIBRARY

BYRD JOHNSON

STUDENT ASSISTANT IN LIBRARY

MARY HENSHAW

STUDENT ASSISTANT IN LIBRARY

JOSEPHINE SAVILLE

STUDENT ASSISTANT IN BOOK ROOM

Business and Home Departments

A. B. CHANDLER, JR.	<i>President</i>
BUNYAN Y. TYNER	<i>Dean</i>
MISS NELLIE P. HUNTER	<i>Secretary to the President</i>
MRS. CHARLES L. BUSHNELL	<i>Dean of Women</i>
MRS. JOHN RUFF	<i>Dietitian and Assistant Dean of Women</i>
DR. C. MASON SMITH	<i>School Physician</i>
MRS. JOHN C. FERNEYHOUGH	<i>Treasurer and Bookkeeper</i>
MISS ANNIE G. CLARKE	<i>Postmistress</i>

Faculty Committees

1921-22

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A. B. CHANDLER, JR.

W. N. HAMLET

ETHEL SUMMY

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CARRIE B. VAUGHAN

ATHLETICS

PEARL HICKS, Chairman

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PEARL HICKS

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GERTRUDE W. WHITE, Chairman

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ADELAIDE CONKEL

(b) WASHINGTON LITERARY SOCIETY

ELLA WILKES, Chairman

NORA C. WILLIS

NINA MORGAN

(c) MAURY LITERARY SOCIETY

AMELIA DODDRIDGE, Chairman

ELIZABETH WILLIAMS

GERTRUDE WHITE

(d) STUDENT GOVERNMENT

MRS. C. L. BUSHNELL, Chairman

MRS. JOHN RUFF

GRACE K. TANNER

(Three Student Government Officials are also on this Committee.
The President acts with this joint committee.)

(e) LYCEUM AND MOVING PICTURE

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ELLA WILKES

CARRIE B. VAUGHAN

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MRS. C. L. BUSHNELL, Chairman

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FANNIE B. WRIGHT

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DRAMATICS

CARRIE B. VAUGHAN, Chairman

ELIZABETH WILLIAMS

ETHEL BELDEN

The President is ex-officio member of all committees.

State Normal School for Women

Fredericksburg, Va.

HISTORY OF THE SCHOOL

The State Normal School for Women at Fredericksburg, Virginia, was established by Act of the General Assembly of Virginia of March 14, 1908. See Chapter 284 of the Acts of the Assembly of that year.

Each succeeding Legislature has made appropriations for maintenance and permanent improvements at this institution till now we have two large dormitories, a large and commodious Administration Building, a Faculty home, two Faculty cottages, a power plant and laundry building, and several other smaller auxiliary houses. Several members of the Faculty have built homes adjacent to the Campus.

The lawn has been made beautiful with grass and trees and shrubbery, and the driveways leading to the school have been graded and graveled. Concrete walk-ways extend across the lawn, around the buildings and to town.

Additional walk-ways will be added this summer, and other extensions provided for by the last Legislature will be made. Notice of these is given elsewhere in the Catalogue.

THE PLACE OF A NORMAL SCHOOL IN A SCHEME OF EDUCATION

The idea is prevalent among some not in touch with the modern spirit of education and educational ideas that a classical education is all-sufficient for a successful teacher. This fact is due to the tardy recognition of the professional teacher.

The knowledge of the subject-matter is essential, but it is not the only essential. Of equal importance is knowledge of how to properly present that subject-matter. There are many excellent teachers of today who have never had the advantage of a normal-school education, but their success has been won in spite of that fact and not because of it.

This progress in education in Virginia in recent years has been due to a number of co-operative influences and forces. Among these the most potent of all is the teacher herself. Under the new order of things the professional zeal and equipment of the teachers of Virginia have been greatly increased.

Nor is it desired that this progress should cease. It is a truism that "as is the teacher, so is the school." However comfortable the schoolhouse may be, however complete its equipment, the school itself will be a failure unless the teacher in charge is interested, able, enthusiastic, and professionally equipped for her duties of instruction and leadership.

It is a noteworthy fact also that during this period of educational progress the salaries of the teachers have considerably increased. There is a most insistent demand all over the State for professionally trained teachers. The best positions and the best salaries are open to the best-equipped teachers. No teacher of spirit and ambition should be willing to be a poor or mediocre teacher if it is possible for her to become a teacher of the first rank. There is always room at the top.

The principal function of a normal school should be twofold: first to provide that type of instruction which will best prepare young women to become successful teachers in the public schools of the State; second, to give a healthy stimulus to all right impulses and to prepare young women for the responsible duties of home-makers and citizens. So that, whether a young woman wishes to become a teacher or not, the kind of training which a normal school provides should be such as to produce culture, refinement, and a practical acquaintance with those domestic utilities which will best fit her for her sphere of influence in the home and society. The future generation of women in this Commonwealth will have more to do with determining the character of its future citizenship than any other influence. The happiness of the home will largely depend upon the ability of the young women of the State to meet the responsibilities of the home and community life. It is the duty and purpose of this school, therefore, always to have before it this double mission.

Reduced to its final analysis, a true conception of the philosophy of life teaches that success is measured by service. It shall be the business of this school, therefore, to prepare the young women entrusted to its charge for the highest type of service, whether in the schoolroom or in the home or in society. For the attainment of this end it is believed that the kind of education offered by a normal school of this character is best suited. Many arguments could be advanced to sustain this contention. It is sufficient to say that this fact is recognized the country over by educational experts.

The curriculum of a normal school should embrace instruction in three general fields: first, classical and cultural studies;

second, science and methods of teaching; third, observation and practice teaching under trained experts.

The teacher must know the facts of the subjects which she is to teach, she should be well versed in the accepted methods of instruction in these subjects, and she must have practical experience in teaching under expert suggestions and criticisms before she is prepared unaided to take charge of a school and to teach and manage it successfully. It is the object of this school to meet fully all three of these conditions. A normal-school education, if it is anything, should be intensely practical. Theory and practice must go hand in hand. Education that is of most worth is that which prepares for the highest efficiency in citizenship. A school that sets a lower standard than this will never attain the highest ideals. Practical insight into many of the complex and perplexing problems of the civic life of the State and nation should form a part of a normal-school education. In this way the youth of the next generation who are to become the citizens of the republic can be prepared properly for the duties and responsibilities of useful citizenship.

The demand in Virginia for normal-school education has been most pronounced. Superintendents everywhere in the State are trying to secure normal-school graduates for their best schools. The demand far exceeds the supply.

On its academic side instruction is given from the professional viewpoint. The purpose is not merely to teach the facts of the subject, but also to present these facts in such a way as to train the student to teach others.

Uppermost in the thought of this school will be the conception that the young women within its walls should be trained, not merely to occupy the best positions as teachers, but also to occupy with grace, dignity, and intelligence their natural positions in the home circle. Consequently, the energies of this school will be focused as well upon those influences that contribute to the development and elevation of the home life as upon those which prepare specifically for the schoolroom. The school will render its greatest service to the State when its work accords with the life and environment of the student. To this end this school will work for bettering Virginia conditions and solving Virginia problems. That type of education and attitude which tends to create unrest and dissatisfaction with the local conditions of the student's home life is positively harmful. It shall be the aim of this school to educate the student in and for that life rather

than away from it, to show how that life may be made most attractive, to beautify and enrich it, and to develop its latent forces into dynamic power for good.

LOCATION

The school property consists of more than sixty acres situated on the ridge known as Marye's Heights. The elevation of this tract is such as to give a commanding view of the city of Fredericksburg and the beautiful Rappahannock Valley for several miles in either direction. Six acres of this tract consist of a beautiful grove containing many varieties of our most attractive native trees. This offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provide an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. The distance from the grounds to Washington Avenue, one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for students in the city to attend the school. The grounds are connected with this street by a new driveway and cement walk. In the center of these grounds is a spring of clear and wholesome water which enjoys an enviable local reputation.

THE CITY OF FREDERICKSBURG

Fredericksburg is situated on the fall line and is at the head of navigation of the Rappahannock River. Its population is about 6,000. No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic. It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, half way between Richmond and Washington, is the terminus of the narrow-gauge road between Fredericksburg and Orange and of the Maryland, Delaware and Virginia steamboat line between this city and Baltimore. It is therefore easily accessible to all points in the State east of the Blue Ridge Mountains.

The great Quebec-Miami International highway, which has been almost completed at a cost of many millions of dollars,

passes through this city. Fredericksburg is connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Thousands of tourists now visit the city every year since the opening of this public highway.

In Fredericksburg are to be found the home of Washington and of his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the women of America during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the Battle of Fredericksburg during the War between the States. In fact the Normal School property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

It is progressive in its government, and has enjoyed for some years the commission form of government. The city is favored with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

BUILDINGS

The Virginia Normal School Board has named the two dormitories Frances Willard Hall and Virginia Hall.

The buildings are large, convenient, and handsome, and are equipped with all modern conveniences for the comfort of the students and the work of the school. The dormitories are of the Ionic and Doric types of architecture and are the shape of the letter H. The students and several members of the faculty live in the buildings. Every student's room is well lighted and ventilated. In fact, there is no dark room in the building except a few rooms used exclusively for storage purposes.

A separate building has been constructed for the heating plant, storage tanks, the electric-light plant, and the laundry.

The first floor of one of the dormitories contains, besides a few bedrooms, the parlor, the dining-room, the pantry, and kitchen. The second and third stories of both dormitories contain sleeping apartments for the students exclusively.

The first floor of the other dormitory contains offices of the President and his Secretary, of the Registrar, of the Treasurer and Bookkeeper, the library, and several storage rooms.

The dining-room will seat three hundred students, is beautifully lighted and in every respect most admirably fits the demand. The kitchen is just back of the dining-room, is large and equipped with every modern convenience.

On the second floor of each dormitory are rooms suitably equipped and set apart for use as an infirmary. These rooms are supplied with every necessary convenience, such as private baths, toilets, medicine chests, and hospital furniture.

These buildings are among the most artistic, modern, and thoroughly equipped dormitories in the South. The buildings are finished in pressed brick on cement foundation and are trimmed in Indiana sandstone. The floors of the porticoes are of cement and the columns of the porches are of beautiful classic types. The stairways are constructed of fireproof material. There are broad stairways at the ends of the buildings, thus minimizing the danger incident to fire.

Each student's room is finished in mission style. Each room can comfortably accommodate three persons, and is furnished with single iron beds, high-grade mattresses, and ample bedding. There are two large inlet wardrobes in each room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with an abundance of baths. The buildings are heated with steam and lighted with electricity.

The handsome and imposing Administration Building—Monroe Hall—stands about fifty yards from each of the dormitories, and is in the shape of a Roman cross; it is of the Corinthian type of architecture. The class of material used in its construction is similar to that used in the dormitories.

In the basement are the swimming-pool, dressing-rooms, gymnasium, bench and metal department of Industrial Arts, carpenter room, and heating plant.

The first floor contains the rest rooms for day students, the postoffice and supply room, the departments of History, Modern Languages, English, Education, Geography, Sewing, Biology, Music, Business and Commerce.

The second floor contains the departments of Home Economics, Chemistry, Physics, Mathematics, Industrial Arts, with laboratories for the various departments. A handsome auditorium, seating about 900 people, is also on the second floor.

This building is heated and ventilated by the most perfect heating and ventilating system known. The electric wiring in all buildings is by the conduit system, which is accepted as the safest and best.

The school has recently erected a 50,000 gallon steel water tank, giving an increased water supply both for domestic use and for fire protection.

SCHOOL EQUIPMENT

In the selection of equipment the management has kept in mind the needs of the institution and provided everything with reference to attractiveness and durability. The Chemistry, Biology, and Physics laboratories are fully equipped at considerable cost with most modern laboratory tables and every apparatus necessary for efficient work in these departments. In fact, very few schools have so full and complete a science equipment necessary for the special instruction that the school is intended to offer.

The school is provided with the usual maps, charts, globes, pictures, and other aids to teachers and students.

The Fine and Industrial Arts Department occupies three large rooms excellently adapted for the work. This department is equipped with superior adjustable drawing tables, tables for various kinds of handwork, clay modeling, bookbinding, and work benches for wood work, also tables for work in brass. The department has its own clay kiln. The department has abundant rooms for indoor work, and ample provision for school gardens and outdoor work of all kinds.

All necessary equipment is provided in the Natural Science Department for the study of school gardening, home gardening, plants, trees, and insects; with ample apparatus for testing milk, seeds, and soils. Superior laboratory facilities are provided.

The school has built and equipped a hothouse for the use of this department.

Suitable yards for the scientific study of poultry have been provided.

On the campus is a beautiful grove with a great variety of native trees. The campus is also noted for the remarkable number of birds of almost every variety, and quite a colony of semi-

tame squirrels. These, with the rolling nature of the grounds and the rural surroundings, constitute a natural equipment unsurpassed for this department.

The Home Economics Department occupies three rooms excellently arranged for its use. The sewing-room is supplied with the necessary chairs, tables, electric irons, models, machines, and other equipment.

The kitchen has the most modern tables, individual gas stoves, gas range, and necessary utensils. Fifty per cent. additional equipment was added to this department during the past biennium.

The department is well supplied with storage rooms, and as needs arise equipment is secured.

The school is connected with the city system and uses the city gas.

Ample equipment, consisting of a large number of exhibits, a baloptican and slides, has been installed for use in the Department of Geography, and in Music and Art Appreciation.

Ample equipment for the Biological Department has been added. The department has all it needs for thorough work.

The school at present owns eight pianos, all of which are used in the Department of Music, except one that is used in the gymnasium.

For lectures in art and music appreciation and other illustrated lectures, the school owns an excellent electric lantern and a baloptican.

A moving-picture outfit has been added and a suitable film service was furnished last session.

The lecture rooms are mostly provided with tablet arm-chairs, but for the teaching of penmanship and for work requiring special care in writing some rooms are supplied with regular school desks.

In providing equipment every effort has been made to avoid extravagance and unnecessary expenditures, but, at the same time, recognizing the fact that no workman can do efficient work without sufficient and suitable tools, the school has endeavored and will endeavor to make the equipment sufficiently complete to insure the highest grade of work.

LIBRARY

The library occupies a large room in the new dormitory, and is under the care of a trained librarian and a committee of the faculty. It is a well-selected working library of exceeding 5,000

volumes. On the shelves are found the very best reference books, works of classical literature, present-day fiction and current literature.

The tables are generously supplied with current periodicals, the best of the magazines, a number of daily papers, and a large number of county papers.

The committee exercises the best care in the selection of literature in the library, and the students are directed by the faculty in their reading.

In addition to the school library, which is being increased every year, the student body has access to the Wallace Library, an excellent public library in the city.

GYMNASIUM

The Gymnasium, located in the Monroe Hall, is large and well-equipped with apparatus for use both in regular courses and in anthropometric examinations. Convenient to the gymnasium are the dressing rooms, showers, and swimming pool. In cold weather the water in the pool can be heated so that instruction in swimming, as well as excellent exercise, can be enjoyed at any time.

Physical education is required of all students in the school, except those who are excused in writing by a practicing physician, or the school physician.

All work in Physical Education and Athletics is under the direction of the Professor of Physical Education.

A uniform costume for all gymnastic work is required. It consists of short full bloomers of black, lusterless material, preferably a plaited model. With the bloomers is worn a white middy with white collars and cuffs, black middy tie, and white tennis shoes; also a pair of black gymnasium shoes or ballet slippers. The slippers and shoes may be ordered from any large shoe store or mail order house, or may be obtained in Fredericksburg. It is desired that students do *not* provide themselves with the above described uniform before coming to the school, as these uniforms are purchased in quantities by the school and sold to the students at a much lower price than they can be purchased elsewhere. (Cost of one pair of bloomers and two middies is about \$5.00).

ATHLETIC FIELD

Two hundred yards from the main building is the athletic field. This contains a cinder track, tennis and basket-ball courts, and baseball diamond, and is otherwise equipped with playground apparatus.

ATHLETICS

Interest in various forms of athletics is encouraged. The school has a thriving Athletic Association, which is composed of the entire student body. Upon the payment of a small fee, membership cards are issued, which serve as passes to all events given by the Athletic Association.

The tennis tournament is one of the most interesting events of the season. Practice begins early in the fall, and continues until late in October, when the match games are played.

Preparation for the games of the Interclass Basket-ball series occupies a great part of the winter's recreation period. Each class has its own team, and a series of games are played, the champion team thus winning a certain number of points toward the trophy cup.

Instruction is given the girls in field and track athletics, which culminates in the annual Field Day held early in May. The program is composed of such events as swimming, target shooting, standing and running broad jumps, fifty, seventy-five and hundred-yard dashes, basket-ball and baseball distance throw, hurdle races, high jump and relay races. The points won at this time, together with those due the classes for championship in basket-ball, indoor baseball, and tennis, and other points, determines the awarding of the trophy cup. In 1921 the Junior Class won this prize.

Girls who win one thousand points in athletics in one year are awarded a school monogram.

We believe that by encouraging girls to take an active part in both indoor and outdoor athletics, and directing these activities, we are not only improving their physical health, but are inculcating ideas of team-work, fair play, co-operation, and uprightness of character that will remain with them years after they have left the school.

RURAL HIGH SCHOOL CONTESTS

The Normal School, wishing to stimulate a wholesome interest in athletics for girls, offers its Athletic Field and Gymnasium to High Schools caring to use it as a common meeting-place for Inter-High School Contests in match games in basket-ball or other events, such as running, broad and high jumping, etc.

BASKET-BALL, TENNIS, ETC.

Basket-ball continues to be the most popular indoor game during the winter season. There was great rivalry during the past

session in the interclass games. A series of games with out of town Normal School and College teams is played annually. The Fredericksburg Normal won by decisive scores all of the intercollegiate games during the past season. Walking and many other forms of outdoor exercise are also popular with many students. Strong efforts are made to interest every student in some form of outdoor exercise, and every incentive is provided to insure systematic and sufficient exercise on the part of every student.

THE ATHLETIC TROPHIES

The annual class contests for the silver trophy cup this year, include the following events:

Basket-ball, baseball, tennis, swimming, 50-yard dash, 75-yard dash, 100-yard dash, long distance baseball and basket-ball throw, relay races, standing and running broad jumps, running high jump, etc.

Work for the cup extended through the whole session, the interest reaching a climax in the spring, when Field Day took place. A great deal of interest and intense class rivalry was exhibited by all the students.

A small silver cup is also presented to the girl winning the greatest number of individual points in athletics during the year.

In connection with the Field Day program the May Queen was crowned. She in turn awarded monograms and numerals to the members of the different class teams, the Varsity Basket-Ball Team, and winners of different athletic events.

EXTENSION BUREAU

This Institution maintains an active Extension Bureau through which it offers its services to teachers in the field throughout the State. A definite program of extension activities has been worked out, the service is free, and all teachers are invited to use this service freely. Correspondence should be addressed to "Extension Bureau, State Normal School, Fredericksburg, Va."

ALUMNÆ SERVICE BUREAU

In order to continually aid our former students, especially those who are still in the teaching profession, we have an Alumnæ Service Bureau. Through this bureau we seek to keep track of our Alumnæ and a record of their activities and to render them definite help in many ways. They are urged to get in correspondence with this bureau and ascertain the program of service undertaken. An Alumnæ Secretary will be added to the faculty next session. She will have direct charge of this service.

THE FACULTY

The school exercises the greatest care and discrimination in the selection of its faculty. The aim has been to select for each department persons professionally trained for the work. In addition to sound scholarship, practically all of the members of the faculty are in touch with the educational needs of the State, and in thorough accord with the system of public education. They have all had wide experience in their special phases of educational work. A teacher thus equipped has incalculable advantage over the mere theorist without practical experience.

Every member of the faculty teaches with a view, not only to teach the student, but to teach the student how to teach others.

TEXT-BOOKS

Students may find it advisable to bring with them a few good text-books that they may already have. All text-books and students' supplies used in the school are kept in the Supply Room, and sold to the students as nearly at cost as possible.

In order to avoid making mistakes, students should not buy such text-books before reaching the school. There is no compulsion about buying at the Supply Room, as this is kept purely as a matter of convenience to the students and not for the purpose of making money.

All books and materials sold in the Supply Room must be paid for in cash. Parents are asked to take note of this. Requests are often made for Supply Room purchases to be charged on account, but this is against the policy of the school.

MAIL SERVICE

The school is equipped with an up-to-date post-office outfit. There are two city deliveries a day, and the mail is delivered to the students at the post-office window at certain hours. Those who may desire it can rent a box at a nominal cost.

EXCURSIONS

The Normal is within easy reach of the scenes of four of the great battles of the War between the States—the Battles of Fredericksburg, Chancellorsville, Spotsylvania, and the Wilderness.

Frequent excursions can be made to these battle-grounds by various classes, and there they have the opportunity to study on the field the plan of battle.

Several excursions are made by various classes and parties under the care of members of the faculty to Richmond and to Washington. These trips are helpful, interesting, and instructive.

Few cities offer more places of historic and educational interest to the student than Richmond.

Washington, of course, with its magnificent museums, art galleries, government buildings, and countless other places of interest, is conceded to be one of the most educative cities in the world.

LECTURES AND ENTERTAINMENTS

Reception to students by Faculty and Y. W. C. A. Address: "The Y. W. C. A. in Foreign Lands," by Miss Heller, Student Secretary.

Mock Political Campaign and Election, Y. W. C. A.

Lecture by Mrs. Katherine Willard Eddy. Subject: "Seeing the Japanese at Different Angles."

The Melvena Passmore Company.

Hallowe'en Party.

White Gift Service, Y. W. C. A.

The Harpvocal Ensemble and Simonds.

Dance for benefit of the Annual.

Reading from "The Blue Moon," by the author, David Anderson.

William Sterling Battis, Impersonator.

Thanksgiving Pageant, Y. W. C. A.

Bazaar for Benefit of Y. W. C. A.

Christmas Pageant, Y. W. C. A.

Christmas Tree for children of Doswell Field, Y. W. C. A.

Historical Pageant, by Junior History Classes.

Lecture by Mrs. George William Butler. Subject: "The Work of Missionaries in Brazil."

Theo Karle Company.

Celebration of Maury, Jackson, and Lee's Birthdays.

Address to Student Body by Mrs. (Dr.) Kate Waller Barrett. Subject: "The Woman's Auxiliary of the American Legion of Honor."

Address: "George Washington," by President A. B. Chandler, Jr.

Open meeting of Maury and Washington Literary Societies.

Series of Lectures by Dr. Morgan, Washington, D. C., Y. W. C. A.

Reception to Senior Class, Mrs. A. B. Chandler, Jr.

Plays by the Students:

"The Betty Wales Girls," Ward.

"The Time of His Life," Dalrymple.

"The Courtship of Miles Standish," on original dramatization, Longfellow.

"Miss Fearless and Company," Locke.

"The House of Rimmon," Van Dyke.

The Little Shepherd of Kingdom Come.

Basket-ball Inter-School Contests:

Wilson Normal.

Farmville State Normal.

George Washington University.

Mock Weddings for Benefit of the Annual.

The Crawford-Adams Company.

Junior-Senior Reception.

May Queen Festival.

Concert—Glee Club.

Piano Recital—Music Club.

Field Day—Athletic Association.

Alumnae Banquet and Reception.

Baccalaureate Sermon—Bishop Collins Denny.

Commencement Address—President W. L. Poteat.

THE RELIGIOUS LIFE OF THE STUDENTS

The students have the privilege of attending the church which they prefer. There are Baptist, Methodist, Presbyterian, Episcopal, Christian, and Catholic churches in Fredericksburg. The students also attend Sunday school at the various churches, and have an opportunity to meet the religious leaders of the city and to identify themselves with the religious work.

In the regular school day there is a period of twenty minutes set aside for chapel exercises. These services are conducted by some member of the faculty, aided by the classes, and consist largely of discussions of religious topics, singing, scripture reading, and prayer.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Purpose—To unite the young women of this institution in loyalty to Jesus Christ; to lead them to accept Him as their personal Saviour; to build them up in the knowledge of Christ that their character and conduct may be consonant with their belief. To

associate our students with the students of this and other lands, and to enlist their devotion to the Christian Church throughout the world for the advancement of the Kingdom of God.

Such, in brief, is the purpose of our association. In what ways this is carried out may be seen in part by the remarks which follow. Standing as it does for the development of the body, mind, and spirit, the association seeks in its purpose to meet the varied needs of the students of the school, nearly all of whom are members of this organization. At the beginning of the school session the work of the various committees is outlined and the members of these committees work faithfully to carry out their policies.

The Membership Committee serve as the "Advance Guard" and in the summer, write letters to prospective students welcoming them even before their arrival. The members of this committee are on hand the first day of school to meet trains, and from the moment of their actual arrival at school help new girls to get adjusted to school life. Through the efforts of this committee new students are immediately put in touch with the work of the association, and are enlightened along all lines before any campaign for new members is started. The drive for membership is not difficult, for all of the girls want to belong to the Y. W. C. A.

Beginning with the "Get Acquainted Party" during the first week of school, the Social Committee arranges a series of parties and entertainments throughout the year. The aim of this committee is to promote friendship and good fellowship among the girls and to help all to better develop their social natures.

Every member of the Y. W. C. A. is given an opportunity to do social service work both in school and in the town. Flowers, fruit, books and magazines are sent to those girls who are unfortunate enough to have to take a trip to the infirmary. "White Gifts" and Christmas stockings are sent to the poor of the town, and each Sunday a number of students serve as teachers in the Mission school. Real service has been rendered in these ways.

The Finance Committee devises ways and means of raising funds for the carrying on of the work of the local association, and fulfilling the pledges to missions and other causes. Each year the association sends delegates to the conference at Blue Ridge, North Carolina. The money is raised by systematic giving, by service in the dining-room, by entertainments, also by selling "eats" at different times.

Each month a business meeting of the association is held and at this time an open forum is conducted so that all problems of the local Y. W. C. A. may be solved by the members themselves. The Publicity Committee keeps the bulletin board covered with interesting pictures, posters and announcements of various kinds. The Undergraduate Representative keeps our association in touch with the work of the "Y" in other Normals and Colleges in the State. We gain much help from our sister associations.

Through the World Fellowship Committee and Student Volunteers we learn of the work of the Young Women's Christian Association in other lands. Many varied programs are furnished by this committee. The Volunteers meet each week for a discussion of missions. During the Spring term six-week courses in missions are conducted. Six students from these two groups attended the Annual Conference of Student Volunteers of Virginia at Charlottesville, in March.

Since the inclusion in the regular school curriculum of a course in Bible, the Y. W. C. A. does not carry on any classes of Bible study. But each day Vespers are conducted by the students, and at these informal prayer and praise services which are held in the parlors, portions of the Bible are read and explained. The helpfulness of these meetings can best be judged by the attendance.

The Devotional Committee has planned many interesting programs for the Sunday night services. Students, members of the faculty, ministers from the city, and visitors have spoken on various subjects. A series of talks on religious themes was conducted by Doctor Morgan, of Washington, during January. All of these meetings proved worth while, and show forth the spirit of the association.

The Little Cabinet, composed of the officers and of the chairman of the foregoing committees, meets each Sunday night. This is the group who bear the responsibility of the work. These young women are carefully selected and especially fitted to control the affairs of the association. Through the loyal spirit of the officers and members the association has meant much in the life of the school, and we feel that the influence of the Young Women's Christian Association cannot be overestimated.

HEALTH OF THE STUDENTS

Special precautions are taken to provide for and promote the health of the students. We realize that no satisfactory work can be done by a student whose body is not strong and healthy.

Students are encouraged to engage in regular out-of-door games and exercises, and to take long walking trips.

All students receive the very best medical attention. The school is provided with an Infirmary, where suitable facilities are furnished for the care, comfort, and treatment of the sick. One of the leading physicians of the city is the regular physician to the school. He visits the school every day and reports to the President of the institution all cases of sickness. He is at the call of the school at any hour when needed. Whenever necessary the best trained nurses are provided. The school bears all expenses of medical attention and nursing, except in cases of special private nursing, of special operations, and epidemics. The President will promptly inform parents of the illness of their daughters.

Mary Washington Hospital. In the city and within five minutes time from the Normal School, is one of the best equipped small hospitals in the State. The school physician is associated with this hospital. Other splendid surgeons also operate there. In an emergency students of the school could have here the very best hospital attention.

DAY STUDENTS

The proximity of the school to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Students at a distance who wish to board with friends or relatives in the city may do so and be received as day students.

The school does not assume any responsibility for boarding arrangements or social direction of students who do not live in the dormitories. Day students, of course, will be subjected to the same school regulations as boarding students. Day students have at the school comfortable places in which they may study between classes or eat their lunch during school intermission. A special room in Monroe Hall has been fitted up and set apart for this purpose.

The number enrolled during the past session was exceedingly gratifying. The President of the school will gladly assist parents who wish to make arrangements for boarding their daughters in the city.

STATE SCHOLARSHIPS

The State offers scholarships for all young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia two sessions.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives.

SPECIAL SCHOLARSHIPS

The Young Women's Christian Association of the school has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Through the influence of the late Mrs. T. S. Boore, of Spotsylvania County, \$250.00 has been given the school to establish a scholarship of \$50.00 a year running five years.

The Matthew Fontaine Maury Scholarship Loan Fund is a memorial to Commodore Maury, who was born in Spotsylvania County, near Fredericksburg. The money is loaned on the personal note of the student receiving it, bears no interest, and is payable at the convenience of the borrower. The applicant must be the lineal descendant of a Confederate veteran. The value of this scholarship is \$150.00 a year.

The Virginia Division Scholarship, U. D. C., is given by the Virginia Division, U. D. C., to graduates of accredited Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value. \$135.00.

These two scholarships will be open for the session 1922-23.

STUDENT LOAN FUND

The School has accumulated through successive Legislative appropriations quite a large special loan fund. This fund is available to any worthy student, not exceeding \$100.00 to a single student, who may desire it. The School is now in a position to offer this financial aid probably to every student who may make application. The loan bears 4 per cent. interest. Those desiring this aid should make application to the President of the School.

STUDENT AID FUND

This fund consists of donations made to the school to help worthy students. The money is loaned to the students upon the same terms as money from the Student Loan Fund. The fund now amounts to about \$400.00. The President of the school will

be glad to receive any gifts from those who may be interested in the matter of assisting worthy young women in securing an education.

EMPLOYMENT SCHOLARSHIPS

It is the desire of the school, as far as possible, to aid all worthy students in securing an education. To this end the school offers employment scholarships to as many students as possible. This employment consists of light work in the dining-room.

During the session 1921-22 about twenty-five young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the library. In this way students, without loss of dignity or social caste, or serious interference with their school work, are able, if sufficiently industrious and energetic, to help pay their way through the school. Our normal experience has been that the demand for assistance of this character has been in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment. These scholarships are worth \$115.00 per session.

The President of the school will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations, interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

COMMENCEMENT

The exercises in connection with commencement are extremely interesting and important. They consist of commencement sermon, baccalaureate address, class-day exercises, alumnæ meeting, exhibits, announcements, and delivery of diplomas. Every student is expected to remain at the school through the commencement exercises, and is required to do so unless excused by the President of the school.

LITERARY SOCIETIES

The students have two literary societies, which meet weekly. All of the students are expected to be members of one of these societies. A strong effort is made to conduct the work of the societies along other than stereotyped lines, and to give fresh life and interest to the program every week. These societies have proven very helpful during the past session. They are "The Washington" and "The Maury."

HOME LIFE

The Normal School is a large home within itself. There is an air of home-like freedom and a delightful feeling of sympathetic relationship existing between students and faculty. As a rule the personnel of the student body is high. They are representatives from homes of culture and refinement. Their home and social life here are under the direction of a Christian woman of great experience in such a position. She, as Dean of Women, will give all permits except those of an unusual character. The students are universally respectful, obedient, and considerate in the recognition of the feelings and rights of all. They enjoy our confidence, and very few fixed rules have been found necessary for the government of the school. Our students are young women who know what is right; we expect them to live accordingly and are rarely disappointed in this expectation. If, however, any student through indifference, or lack of judgment, should prove unworthy of this confidence in her, the school will throw around her such restraining influences as may seem necessary, and, should the general good require it, the President will confer with parents or guardians with reference thereto, or the student will be dismissed from the school.

For the social life of the students the school furnishes frequent entertainments, receptions, and public gatherings. There are various opportunities for young women to develop this side of life so far as their school work will permit. The ladies of the city through churches, Sunday schools, and other organizations happily contribute to the pleasure of the students. The students themselves have various class organizations and special school clubs.

MOVING PICTURES

The school has a Powers Moving Picture Machine, and during the past session gave a weekly moving picture service to the students.

LYCEUM COURSE

During the past session a splendid Lyceum Course of six numbers was presented at the school. This policy will be continued.

DISCIPLINE

Students are permitted as much freedom in their movements and intercourse as is consistent with propriety and the work which they have assumed. Few fixed rules are made, but those which are made are uniformly and rigidly enforced.

The attention of parents is especially directed to the importance of coöperating with the school in the matter of securing the attendance of the students on the classes. Students are not excused from class attendance except for sickness or illness in the family or some other urgent emergency. It is hoped, therefore, that parents will not make request for students to be absent from their class work except for the reasons given above. It is understood that the parents agree when their daughters enter this institution, that they shall live and be under the control of the school regulations. We do not desire to have in the school students whose parents are out of sympathy with the rules of the school. The disciplinary life of the students is under the control of a joint Faculty and Student Government Committee. The President of the school acts in an advisory capacity.

It is against the policy of the School to permit students to leave at any time for a visit home or elsewhere without a request for such visit made by the parent to the Dean of Women.

STUDENT GOVERNMENT

For eight sessions this school has had student government. The regulation of the students is left largely in the hands of the Student Government Association, under the advice and counsel of the President of the school and a faculty committee. This system has met the hearty approval and coöperation of the student body, and the association has administered its duties during the past session with such rare good judgment and fairness as to win the approval of school officials and students alike. The system will be continued next session.

The following were the officers the past session:

OFFICERS STUDENT GOVERNMENT ASSOCIATION FOR 1921-22

President—Fannie Rouzie.

First Vice-President—Dwight McKenney.

Second Vice-President—Mary Henshaw.

Secretary—Mary Sibley.

OFFICES HELD BY STUDENTS

The following regulations in regard to offices held by students will obtain for next session:

1. Offices held by students shall be valued by percentage.

2. No student shall hold offices amounting to more than 100%.

If nominated for a second office which would make her rating more than 100% she may resign or withdraw, but not hold two offices.

3. Students making an average below 80% shall be ineligible for any office.

4. Nominees for offices shall be members of regular classes.

5. The approval of the Student Activities Committee is required for all entertainments given by school organizations.

6. The assignment of parts in any school activity shall be subject to the following scholarship regulations:

(a) No student having two failures in the preceding quarter, or an entrance condition to be removed, shall be allowed to take part in any major school activity.

(b) The President of every organization shall submit to the chairman of the Student Activities Committee not later than one week before preparation for any entertainment a statement from the Dean's office, certifying the eligibility of all engaged in the entertainment.

7. All officers of each Literary Society shall serve a half-year.

8. Each additional three periods of class work above sixteen shall be valued at 10%, the same to be deducted from the 100% allowed each student.

The percentage of students serving in the dining-room, library, supply-room, etc., shall be decided by the committee.

9. The Student Activities Committee may at any time make exceptions to these rulings, or remove any student from office for unsatisfactory conduct or work.

10. That the system of rating will be made known to the students and will be kept posted.

THE "BATTLEFIELD" AND THE "BULLET"

The students publish an Annual each year called the "Battlefield" and in addition, a monthly paper called the "Bullet."

The Battlefield Editors for 1921-22 were:

Elizabeth Landon—Editor-in-Chief.

Olive Stuart and Ettie Harvey—Assistant Editors.

Belle Schwetz—Business Manager.

Bernice Thomas—Assistant Business Manager.

Margaret White—Music Editor.

Mason Hannah—Alumnae Editor.

Esther Warner—Art Editor.

Eleanor Broadbuss—Assistant Art Editor.

Anne Clark—Wit Editor.

Lucile Broadbuss—Athletic Editor.

Bettie Faulconer—Literary Editor.

The Bullet Editors for 1921-22 were:

Mary Lee McNair—Editor-in-Chief.

Katherine Bond and Esther Warner—Associate Editors.

Josephine Saville—Business Manager.

Miriam Larkin, Anna Morgan—Assistant Business Managers.

STUDENTS' DRESSES

There is no necessity for, and this school distinctly discourages, the wearing either of costly or gaudy clothing. Neat, simple, inexpensive dresses fully meet the requirements. Especially to be avoided is the appearance by students in public wearing extreme styles in dress. Simplicity and modesty should characterize the dress of all students.

The entire student body is required to wear simple, white dresses whenever appearing as a body during Commencement Week.

Members of the graduating class are strongly advised to have Commencement dresses simple in design, made of cotton material, such as organdy, batiste, etc., and whose material costs not exceeding \$10.00 in any case.

STUDENTS' PLEDGE

Every student at this Institution is expected at the beginning of the session to subscribe to the following pledge:

"I do hereby agree, while a student in the Fredericksburg State Normal School, to comply cheerfully with all its regulations in all particulars; and I agree not to deface or injure, by writing or otherwise, any of its furniture, books, walls, or other property. If I should accidentally do damage to any property of the School, I agree to report it promptly to the Dean of Women, or the President, and I agree that such damage shall be assessed and that I will pay for same."

VISITORS

The school at present has very limited accommodations for entertaining social visitors. A charge of \$1.00 a day will be made for all guests entertained in the dormitories. It is expected that the coming of a guest shall be reported beforehand to the Dean of Women. Local visitors who come to visit particular persons at the school will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited. Permission should be obtained from the Dean of Women to visit a student in her room.

A WORD TO THE SUPERINTENDENTS AND TRUSTEES

The State Normal School at Fredericksburg is supported by the State primarily to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools.

If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We maintain an appointment bureau through which we aim to keep in touch with available teachers as far as possible, in order that we can assist the school officials in their selection. Write us, telling exactly what you want; if we can help you it will be a pleasure for us to do so. Our aim will be to give you reliable information as to applicants. It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend anyone if we have doubt as to her meeting your particular need. Write to us when you have vacancies, as we want our school to serve you to the fullest extent.

We would suggest also that you select some bright young woman every year in every school district and encourage her to attend the Normal School with a view to preparing herself and returning to teach in the district. In this way, it will not be long before you can fill your schools with professionally trained teachers. We will gladly secure scholarships for those whom you recommend.

Again, we invite you to visit the school. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more fully use us for the good of the schools of your counties.

POSITIONS FOR STUDENTS

It is the aim of the Normal School to place its graduates in the most desirable positions obtainable that they are qualified to fill. This school keeps a permanent record of the work and teaching history of every student and of the Alumnae, and will lend itself energetically at all times to the graduates in the matter of securing suitable positions.

IMPROVEMENTS AND EXTENSIONS FOR 1922-24

The following significant improvements and extensions will be made in the organization and work of this Institution, during

the present biennium, to which attention is particularly directed, details of which will be furnished on request:

- (a) Extend our system of walk-ways.
- (b) Construct a faculty cottage.
- (c) Construct a steel-concrete amphitheatre in the grove.
- (d) Install a cold-storage plant.
- (e) Add to the kitchen equipment.
- (f) Add seats in the Assembly Hall.
- (g) Add to the library.
- (h) Add four differentiated four-year courses, leading to the degree of Bachelor of Science in Education.
- (i) Make additions to the faculty.
- (j) Add a watering system to the school garden.
- (k) Repaint the interior of buildings.
- (l) Add to furnishings of dormitories.
- (m) Add regular Junior and Senior Normal Courses to the Summer School.
- (n) Give a full summer quarter of twelve weeks.
- (o) Add an Alumnae Secretary.

EXPENSES

The tuition fee for all, except State Students, is \$30.00 per session, or \$15.00 for the half session, payable by the half session in advance. This applies to students living in other states, as well as those living in Virginia. Students who intend to become teachers and those who have taught in the public schools of the State are not required to pay tuition. In return for this consideration a student is required to teach in the public schools of Virginia not less than two sessions. Students who have already been teachers in the public schools of the State will be credited with the time they have taught. Students desiring scholarships which entitle them to free tuition should be recommended by the Superintendent of Schools of the Division in which they live. (See application form in back of catalogue.)

Board, including room rent, lights, fuel, laundry, bed linen, servant attention, and other necessary living expenses, \$207.00 per session, or \$23.00 per school month of four weeks each, payable monthly in advance.

The fees charged in classes having laboratory courses are small in that they include materials and breakage as well as use of equipment.

Special arrangements must be made for students remaining at the school during the Christmas holiday.

Registration fee, \$3.33 a quarter. This is payable upon entrance, with no reduction for part session. This will pay for attendance at all Lyceum attractions offered by the school, and for moving-picture service.

Physician's fee, \$3.00 for the entire session ; \$1.00 for a quarter. Day students do not pay the medical fee.

A small laboratory fee is charged those taking laboratory courses. This fee is intended to cover cost of materials, breakage, etc. All fees must be paid in advance and no reduction or allowance is made on account of absence.

Every student must supply her own text-books, gymnasium suit, soap, napkins, towels, and hot-water bottle. The gymnasium suits must be uniform and can be secured after arriving at the school. The cost will be about \$6.00.

No allowance is made for absence of less than three weeks, except for illness. This applies to those who are late entering, as well as to those who are absent during the session. No reduction is made for students who leave the school on Friday to spend the week-end.

Every student is allowed a reasonable number of articles in the laundry, but the school can not assume the responsibility of receiving elaborate garments. While the greatest care is exercised in the laundry, the school does not assume responsibility for the wear and tear of clothing.

Students' reports will be mailed to parents or guardians at the end of each quarter during the session.

All accounts are expected to be paid one month in advance, except when special provision is otherwise made.

No diploma or certificate is granted until all money due the school is paid.

Students are advised against bringing to the school jewelry or other articles valuable intrinsically or through association.

Students are also advised against keeping money in their rooms. Spending money may be deposited with the Dean of Women and drawn as needed.

RECAPITULATION

COST FOR FULL SESSION

Board, room, and laundry.....	\$207.00
Registration fee.....	10.00
Medical fee.....	3.00

Total cost.....\$220.00

This is exclusive of books and gym. suit.

ROOMING BY CLASSES

It is to the best interest both of the School as a whole and to the individual students, that students room with classmates. Prospective students, in making application for entrance, are requested to observe this policy of the School.

COURSES OF STUDY

The Fredericksburg State Normal School offers the following Courses of Study, designed primarily to prepare young women for any special field of teaching, or, as we believe, better than any other type of courses requiring the same number of years, for home-making, social leadership and citizenship:

A. *Two-Year Diploma Courses*

Course I—To prepare for teaching the primary grades.

Course II—To prepare for teaching the grammar grades.

Course III—To prepare for teaching the high school grades.

Course IV—To prepare for teaching home economics.

Course V—To prepare for teaching commercial subjects.

B. *Four-Year Degree Courses (B.S. in Education)*

Course I—A Course in Public School Music and Supervision.

Course II—A Course in Fine and Industrial Arts and Supervision.

Course III—A Course in Commercial Education and Supervision.

Course IV—A Course in Physical Education and Supervision.

C. *Special Courses*

Leading to the Special Certificate to teach Special High School Subjects.

D. *Summer School Courses*

Leading to the Elementary Certificate and Education Courses for Certificate Renewal.

NOTES ON COURSES

1. Accredited public or private school graduates, or first grade certificate holders who meet the entrance requirements, or may make up conditions to meet them, on successfully completing any course under A will be given the diploma of the Institution and the Normal Professional Certificate, good for ten years, and renewable.

2. Similarly, on completing any course under B, the graduate

will be awarded the Degree of Bachelor of Science in Education, and will receive the Collegiate Professional Certificate, good for life.

3. Students completing two years in any one or more courses under C, will be given the Special Certificate, good for six years, and authorizing the holder to teach in the High Schools the special subject or subjects in which she has thus specialized.

4. See Summer School Catalog for detailed statement of Summer Quarter Courses. Will be sent on request. See "Summer Quarter" elsewhere in this catalog.

5. All courses in both A and B groups are of College grade. This Institution is on the Standard College Session Hour basis. It receives no students for high school work. All its work is of professional character and rank.

6. No other Institution in Virginia is offering the Commercial Teacher Training Course either as a two-year diploma or a four-year degree course. Students who are academic graduates of high schools, or those who have graduated from the business course of high schools, are received into this course. In the latter case suitable substitutions are made for the business subjects they have had and in which they show proficiency, so as to avoid duplication.

7. Special attention is called to our degree courses. Any one of these may be pursued for four years at this Institution; or graduates of two-year courses in this or other Normal Schools and those who have two years of College work to their credit may complete any one of our degree courses in two additional years. We invite correspondence with all young women interested in a degree course.

8. Equal emphasis is given to all of our professional courses. Splendid opportunities are open to young women in the field covered by each one of these courses.

MUSIC DEPARTMENT

In addition to the courses in public school music offered as a subject in the various two-year professional courses, this Institution is offering for the first time next session, a four-year degree course in Public School Music and Music Supervision. See succeeding pages for details of this course. Piano music is given as a subject in either the two-year or four-year courses. It is optional in the former and required in the latter. In either case full credit, as for other subjects, is given. Stu-

dents may take the piano course either in class-wise instruction or as individual students. No extra charge is made for public school music.

Piano lessons will be as follows:

Individual lessons—two per week..\$15.00 per Quarter

Class-wise instruction—two per week 3.00 per Quarter

Piano practice—1 hour daily..... 3.00 per Quarter

In addition to the vocal music in the regular courses under the caption "Public School Music," the school offers individual instruction in voice. This is not a part of the regular course, but suitable credit, as an elective will be given in the course of study. Students desiring to do so may also take lessons on the violin or guitar. Credit will also be given for this. Special arrangements have been made for instruction in these branches of music. The fee charged will be made known on application.

THE TRAINING SCHOOLS

The fundamental purpose of the training school is not to serve as a research laboratory, but rather to serve as a laboratory in which the student verifies her theory and principles. It is a teaching and testing laboratory.

Each senior must have at least twelve weeks of practice teaching under criticism and supervision in one or more of the training schools before graduation.

This Institution maintains four training schools of four different types, in order that each senior may have the kind of practice she most needs for the particular type of teaching she is preparing to do. These four schools are as follows:

I. The City Elementary School, Grades 1-6.

II. The Lee Hill Rural School, Grades 1-7.

III. The High School (1 and 2 years), Grades 1 and 2.

IV. The Evening Business Extension School—10 Business Courses.

School I is maintained by a happy co-operation between the Normal and the City School Board.

School II is maintained through similar co-operation between the Normal and the Board of Courtland District.

Schools III and IV are maintained at the Normal School.

Altogether ten supervising teachers, two special supervisors and the Head of the Department of Education give direction to the practice teaching activities.

RURAL SCHOOL OBSERVATION

In addition to the training school facilities indicated above, the Normal School makes provision for the Seniors to observe in

several of the rural schools in the adjacent counties. An opportunity is given for an insight, therefore, into the working conditions of practically every type of school from the one and two-room school up through the consolidated rural school to the more complex graded city school.

ENTRANCE CREDITS AND CLASSIFICATION

The credits to which the student is entitled will be decided by the Dean of the school and will be based upon the last rating of State High Schools by the Department of Public Instruction.

It is not necessary for students entering from accredited Virginia public or private high schools to submit for entrance credits any statement of their former work, since the State Department of Public Instruction has prepared a list of credits to which all such graduates are entitled. This published list will be adhered to in deciding the entrance credits of such graduates entering this Institution for next session.

Should a student claim credit beyond the State's rating of the school from which she comes, she should present her principal's certificate setting forth such claim for credit. These cases will be handled individually after consultation and in co-operation with the Department of Public Instruction.

Students entering from private schools which have been inspected and accredited by the State Department of Public Instruction, will be given such credit as is allowed the school by the department. Such credits should be certified by the principal, or a certificate of graduation from the principal presented. Students entering from unrecognized private schools must take entrance examinations, and will be classified accordingly.

In entering students from unaccredited four-year high schools the following requirements of the State Board of Education will be adhered to in all of the Normal Schools for Women:

"Students from four-year high schools with eight months' terms will have their entrance credits scaled one-ninth. Before graduation from a State Normal School, such students must satisfy the entrance requirements which are based on graduation from a four-year high school with nine months' term. The deficiency caused by the eight months' term is to be made up by requiring such students to take not less than one-third unit in English and sufficient other work in the different high-school subjects, the credit to be not less than one-third of a unit per subject."

Teachers holding first-grade certificates will be admitted to any of the Junior courses. Exhibition of the certificate is the only evidence required.

Students who have fourteen units of credit based upon four years of high school work, may register for the Junior Course, conditioned on the two lacking units. No student lacking more than two high-school units is permitted to enter.

A student shall be considered to belong to that class in which she has the major portion of her work.

Students who have pursued successfully advanced work, either academic or professional, at other accredited institutions, will be allowed suitable credit for such work on entrance to this institution.

Students who wish to specialize in music, household arts, hand-work, and agriculture may be classified as special students, and, on completing a special course showing adequate preparation to teach such special subject or subjects, will be given by the State Department of Public Instruction a special certificate.

Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalogue.

It is understood that a unit of work is the successful completion of the subject-matter contained in said unit during a nine months' session for a class period of forty minutes five times a week.

RECORDS AND REPORTS

A careful record is kept in the office of the Dean of the entrance credits and work at this institution of all students in all departments, and reports of students' work will be mailed to parents three times a session, or at the close of each quarter. Special reports will be sent at other times if circumstances justify it or it seems advisable.

Students are notified at frequent intervals by the instructors of deficiencies in their work, and are given every opportunity and encouragement to make up such deficiencies.

To be awarded any diploma a student's record in both work and conduct must be satisfactory. No diploma will be awarded until all financial obligations have been discharged. In addition, however good the work in other subjects may be, a student will not be awarded a diploma if she is notably deficient in *spelling*, *writing*, or *English composition*, or if she has failed in her *practise teaching*.

SELECTION OF WORK

Students will be guided in accordance with their best interests in the selection of work by the Dean of the school. Students are particularly cautioned not to act upon unofficial and often incorrect information as to the nature of courses or their rights and privileges in selection of courses obtained from students or other unofficial sources. They should consult the Dean as to their work as soon after arrival as possible and not delay in the selection of their studies.

No student is permitted to take any class which conflicts with the regular, fixed program. The schedule is arranged so as to meet the requirements of the regular-course students. It will necessarily be difficult in many cases and impossible in some for those students who are irregular in their classification to get in their schedule every subject they may wish to take. Such students should not expect this. Deficiencies and irregularities of this kind, if they can not be cured through our regular schedule of work, must be made up by special work in the Summer School or in some other approved way.

THE QUARTER BASIS

This Institution is on the quarter basis. Four quarters are given during the calendar year, known as the Fall, Winter, Spring and Summer Quarters respectively.

Any three quarters of Junior work may be taken to complete the Junior Course.

Any three quarters of Senior work may be taken to complete the Senior Course.

SUMMER QUARTER

The Summer Quarter is of twelve weeks duration and is divided into two equal terms. The following courses are offered during the Summer Quarter:

1. A Quarter of Senior Normal Work.
2. A Quarter of Junior Normal Work.
3. A Quarter of Elementary Certificate Work.
4. A Quarter in High School Subjects to make up lacking High School Units.
5. First Grade Certificate Review Courses.
6. Second Grade Certificate Review Courses.
7. Special Education Courses for Renewal of Certificates.
8. Other Special Courses in Education, Art, Music, Home Economics, to aid teachers in their work.

A Special Summer Quarter Catalog is published, ready by April 1st of each year.

The completion of any three quarters' work, whether consecutive or not, shall constitute a full session's work.

Students may therefore enter at the beginning of any quarter. Each quarter's work in the several professional subjects is a coherent and complete section of work within itself. The course of study has been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, yet the work of each quarter is so separate and distinct from that of any other quarter that a student does not necessarily have to have, except in a few cases, the preceding quarter's work as a prerequisite for intelligently prosecuting the work of the quarter chosen.

GENERAL NOTES

1. Students are roomed by classes in order to facilitate good study conditions.

2. In addition to the regular study hours in the evening, students are expected to maintain quiet in the dormitories during the school day and to use to the best advantage the time when not in class.

3. Students are permitted to make home or week-end visits not oftener than once in four weeks, and then only upon permission at such times as special lectures or other school activities do not interfere. Permissions for such visits will not be granted for the two week-ends immediately before or after a holiday, as announced in the catalog, except in cases of emergencies.

4. Students who are compelled to withdraw from the school for any cause are expected to do so only after their parent or guardian has communicated with the President of the school.

5. Only professional students are received at this Institution.

6. The school reserves the right not to organize any class in an elective group unless there are as many as ten applicants.

Courses of Study for 1922-23

Course I. Junior Year—Leading to Teaching in Primary Grades.

				Class Periods			Credits			
Ed.	101			Ed. Psychology...	5	0	0	5	0	0
Ed.		102	103	Pr. of Education...	0	2	2	0	2	2
El. Ed.	121	122	123	{ Arith., Hist., Geo...	4	0	0	4	0	0
				{ Geo., Lang., Sp., Wr.						
	Unit	Course		{ Read., Obs.....	0	5	0	0	4	0
				{ Geo., Hist., Arith.						
				{ (Meths.).....	0	0	5	0	0	4
English	101			Eng. Fundamentals	3	0	0	3	0	0
English		102	103	Grade Literature...	0	2	3	0	2	3
Health Ed.	101	102	103	Phys. Education.	3	3	3	1.5	1.5	1.5
Health Ed.		112		Hyg.&Phys. Inspect	0	3	0	0	3	0
Science	101		103	Nature Study.....	3	0	4	1.5	0	2
Arts	171	172	173	Music.....	2	2	2	1	1	1
Arts		122	123	Draw.&Handwork .	0	3	3	0	1.5	1.5
					20	20	22	16	15	15

Electives: Five credits may be selected from the following to satisfy conditions, or in exceptional cases as substitutes:

Arts		152	153	Industrial Arts....	0	3	3	0	1.5	1.5
Bible	101	102	103	Bible History.....	2	2	2	2	2	2
Soc. Sc.		102	103	U. S. History.....	0	2	2	0	2	2
Soc. Sc.		112	113	Citizenship.....	0	2	2	0	2	2
Science		102		Nature Study.....	0	3	0	0	1.5	0

Course II. Junior Year—Leading to Teaching in Intermediate and Grammar Grades.

				Class Periods			Credits			
Ed.	101			Ed. Psychology....	5	0	0	5	0	0
Ed.		102	103	Pr. of Education...	0	2	2	0	2	2
El. Ed.	121	122	123	{ Arith., Hist., Geog. .	4	0	0	4	0	0
				{ Geog., Lang., Sp.,						
	Unit	Course		{ Wr., R., Obs.	0	5	0	0	4	0
				{ Geo., Hist., Arith.,						
				{ (Meth.).....	0	0	5	0	0	4
English	101			Eng. Fundamentals	3	0	0	3	0	0
English		102	103	Grade Literature. .	0	2	3	0	2	3
Health Ed.	101	102	103	Physical Education	3	3	3	1.5	1.5	1.5
Health Ed.		112		Hyg.&Phys. Inspec.	0	3	0	0	3	0
Science	101		103	Nature Study.....	3	0	4	1.5	0	2
Arts	171	172	173	Music.....	2	2	2	1	1	1
Arts		122	123	Draw. & Handwork	0	3	3	0	1.5	1.5
					20	20	22	16	15	15

Electives: Five credits may be selected from the following to satisfy conditions, or in exceptional cases as substitutes:

Arts		152	153	Industrial Arts....	0	3	3	0	1.5	1.5
Bible	101	102	103	Bible History.....	2	2	2	2	2	2
Soc. Sc.		102	103	U. S. History....	0	2	2	0	2	2

				Class Periods			Credits		
Soc. Sc.	112	113	Citizenship.....	0	2	2	0	2	2
Science	102		Nature Study.....	0	3	0	0	1.5	0

Note: Subjects in this course having the same number as those in Course I are suited in content, theme, and treatment to the interests and needs of those who will teach in Intermediate and Grammar Grades.

Course III. Junior Year—Leading to Teaching in the High School.

				Class Periods			Credits		
Ed.	101		Ed. Psychology....	5	0	0	5	0	0
Ed.	112	113	Prs. Sec. Ed.&Obs.	0	2	5	0	2	4
Ed.	121		Arith., Hist., Geo.	4	0	0	4	0	0
Eng.	101		Eng. Fundamentals	3	0	0	3	0	0
Eng.	112	113	H. S. Literature...	0	3	3	0	3	3
Health Ed.	101	102	103 Physical Ed.....	3	3	3	1.5	1.5	1.5
Health Ed.	112	113	Hyg.&Phys.Inspec.	0	3	0	0	3	0
Science	101		Nature Study.....	3	0	0	1.5	0	0
Arts	171		Music.....	2	0	0	1	0	0
Arts	182		H. S. Chorus.....	0	1	0	0	0.5	0
				20	12	11	16	10	8.5

Electives: Additional credits up to fifteen are to be selected from one of the following groups. Other credits may be taken by conditioned students:

Group A.

Home Ec.	112		Foods & Cookery..	0	6	0	0	3	0
Home Ec.		113	Clothing.....	0	0	6	0	0	3
Math.	112	113	H. S. Math.....	0	2	2	0	2	2
Science	122	123	Gen. Sci.....	0	4	4	0	2	2
Science	112	113	Biol., Agr.....	0	4	4	0	2	2
Arts		163	Industrial Arts....	0	0	5	0	0	2.5
Arts	172	173	Music.....	0	2	2	0	1	1

Group B.

Bible	101	102	103 Bible History.....	2	2	2	2	2	2
Soc. Sc.		102	103 U. S. History.....	0	2	2	0	2	2
Soc. Sc.		112	113 Citizenship.....	0	2	2	0	2	2
Soc. Sc.		122	123 Econ. Geog.....	0	2	2	0	2	2
Arts			163 Industrial Arts....	0	0	5	0	0	2.5
Arts	172	173	Music.....	0	2	2	0	1	1
Languages		102	103 French (1st yr.)...	0	5	5	0	5	5
Languages		112	113 Latin (3rd yr.)....	0	5	5	0	5	5
Languages		122	123 Latin & Meth.....	0	5	5	0	5	5
Languages		132	133 French (3rd yr.)...	0	5	5	0	5	5

Course IV. Junior—Home Economics Course—Leading to Teaching in Grammar Grades.

				Class Periods	Credits				
Ed.	101		Ed. Psychology...	5	0	0	5	0	0
Ed.		102 103	Prs. of El. Ed.....	0	2	2	0	2	2
Ed.	121	122 123	Arith., Hist., Geog.	4	0	0	4	0	0
Unit Course			Geog., Lang., Sp., Wr.,						
			Rd., & Obs.	0	5	0	0	4	0
			Geo., Hist., Arith.,						
			(Meths.)	0	0	5	0	0	4

				Class Periods			Credits			
English	101			Eng. Fund.....	3	0	0	3	0	0
Health Ed.	101	102	103	Physical Ed.....	3	3	3	1.5	1.5	1.5
Health Ed.		112		Hyg.&Phys. Inspec.	0	3	0	0	3	0
Science		132	133	Chemistry.....	0	4	4	0	2	2
Home Ec.	101	102		Foods & Cookery..	5	5	0	3	3	0
Home Ec.			103	Clothing.....	0	0	5	0	0	3
Arts			143	Dr., Design.&Hdw.	0	0	5	0	0	2.5
					20	22	24	16.5	15.5	15

Note. Under certain conditions substitution or elections may be made from Junior Course II. Students who have had Chemistry will take Home Chemistry 142-143.

Course V. Junior—Leading to Teaching Commercial Subjects in the High School.

				Class Periods			Credits		
Ed.	101		Ed. Psychology....	5	0	0	5	0	0
Ed.		112	Prs. of Sec. Ed....	0	2	0	0	2	0
English	101		Eng. Fund.....	2	0	0	2	0	0
English		122 123	Bus. Corres.....	0	2	2	0	2	2
Health Ed.	101	102 103	Physical Ed.....	3	3	3	1.5	1.5	1.5
Arts	101	102 103	Business Writing...	2	2	2	0.5	0.5	0.5
Math.		102 103	Business Arith....	0	2	2	0	1	1
Com. Ed.	101	102 103	Bookkeeping.	2	4	4	2	4	4
Com. Ed.	111	112 113	Shorthand.....	4	4	4	4	4	4
Com. Ed.	121	122 123	Typewriting.....	4	4	4	2	2	2
				22	23	21	17	17	15

Course V. Junior Special—For Students entering from Commercial Courses in High Schools—Leading to Teaching Commercial Subjects in the High School.

			Class Periods			Credits			
Ed.	101		Ed. Psychology....	5	0	0	5	0	0
Ed.		112	Prs. of Sec. Ed....	0	2	0	0	2	0
English	101		Eng. Fund.....	2	0	0	2	0	0
English		122 123	Bus. Corres.....	0	2	2	0	2	2
Health Ed.	101	102 103	Physical Ed.....	3	3	3	1.5	1.5	1.5
Arts	101	102 103	Bus. Writing.....	2	2	2	0.5	0.5	0.5
Math.		102 103	Bus. Arith.....	0	2	2	0	1	1
Com. Ed.	211	212	Bookkeeping.....	3	2	0	3	1	0
Com. Ed.		213	Elements of Accts..	0	0	2	0	0	2
Com. Ed.	221	222 223	Shorthand.....	4	5	4	2	1.25	2
Com. Ed.	231	232 233	Typewriting.....	3	5	3	1.5	1.25	1.5
				22	23	18	15.5	10.5	10.5

Electives: Make additional selections from Junior III course up to fifteen credits for the second and third quarters.

Note: All students presenting a Locker, Palmer, or Zaner certificate in Penmanship are excused from Business Writing.
Any student who passes an examination in Advanced Bookkeeping may be excused from Bookkeeping 211-212.

Courses I and II. Senior Year—Leading to Teaching in the Elementary School—Primary and Grammar Grades.

				Class Periods			Credits		
Ed.	201	202	Soc. Prs. of Ed.....	4	4	0	4	4	0
Ed.		213	Hist. of Ed.....	0	0	4	0	0	4
Ed.		223	Commun. Surveys..	0	0	6	0	0	3
Ed.	231	232	Prac. Teach.....	(12)	(12)	0	(12)	(12)	0
Ed.	241	242	Conference.....	(3)	(3)	0	(3)	(3)	0
English	201	202	203 Types of Liter.....	2	2	2	2	2	2
Health Ed.	201	202	203 Physical Ed.....	2	2	2	1	1	1
Health Ed.	231	232	Hyg.&Phys. Inspec.	2	2	0	2	2	0
Arts		233	Appreciation.....	0	0	2	0	0	1
				10	10	16	9	9	11

Electives: Select additional subjects up to fifteen credits.

English	211	212	213	Contemp. Liter. . .	2	2	2	2	2	2
Bible	201	202	203	Bib. Hist. & Lit....	2	2	2	2	2	2
Soc. Sc.	211	212	213	Modern Europe. . .	2	2	2	2	2	2
Arts	201	202	203	Adv. Draw. & Hdw.	3	3	3	2	2	2
Arts	221	222	223	Adv. Music.....	2	2	2	2	2	2
Home Econ.	201	202	203	Foods & Cookery..	3	3	3	2	2	2
Home Econ.	211	212	213	Clothing.....	5	5	5	3	3	3
Arts	211	212		Applied Design. . .	2	2	0	1	1	0

Course III. Senior Year—Leading to Teaching in the High School.

			Class Periods			Credits			
Ed.	201	202	Soc. Prs. of Ed.....	4	4	0	4	4	0
Ed.		213	Hist. of Ed.....	0	0	4	0	0	4
Ed.		223	Commun. Surveys .	0	0	6	0	0	3
Ed.	231	232	Prac. Teaching. . .	(12)	(12)	0	(12)	(12)	0
Ed.	241	242	Conference.....	(3)	(3)	0	(3)	(3)	0
English	201	202	203 Types of Liter.....	2	2	2	2	2	2
Health Ed.	201	202	203 Physical Ed.....	2	2	2	1	1	1
Health Ed.	231	232	Hyg.&Phys. Inspec.	2	2	0	2	2	0
Art		233	Appreciation.....	0	0	2	0	0	1
				10	10	16	9	9	11

Electives: Additional credits up to fifteen are to be selected from one of the following groups:

Group A.

Home Ec.	201	202	203	Foods & Cookery ..	3	3	3	2	2	2
Home Ec.	211	212	213	Clothing.....	5	5	5	3	3	3
Arts	211	212		Applied Design. . .	2	2	0	1	1	0
Arts	221	222	223	Adv. Music.....	2	2	2	2	2	2
Arts	241	242		Indus. Arts.....	4	4	0	2	2	0
Math.	201	202	203	H. S. Math. (Adv.)	2	2	2	2	2	2
Science	221	222	223	H. S. Lab. Prac....	4	4	4	2	2	2

Group B.

Bible	201	202	203	Bib. Hist. & Lit....	2	2	2	2	2	2
English	211	212	213	Contemp. Lit.....	2	2	2	2	2	2
Soc. Sc.	211	212	213	Modern Europe. . .	2	2	2	2	2	2
Arts	221	222	223	Adv. Music.....	2	2	2	2	2	2

					Class Periods			Credits		
Arts	241	242		Industrial Arts.....	4	4	0	2	2	0
*Languages	201	202	203	French (2nd yr.)...	3	3	4	3	3	4
*Languages	211	212	213	Latin (4th yr.)....	3	3	4	3	3	4
Languages		222	223	Latin & Methods..	0	5	5	0	5	5
Languages		232	233	French (3rd yr.)...	0	5	5	0	5	5

* One quarter may be taken while teaching.

Course IV. Senior Year—Home Economics Course—Leading to Teaching in Grammar Grades.

					Class Periods			Credits		
Ed.	201	202	203	Soc. Prs. of Ed.....	4	4	0	4	4	0
				Hist. of Ed.....	0	0	(4)	0	0	(4)
Ed.	One		{213	Community Surveys	0	0	6	0	0	3
			223							
Ed.	231	232		Prac. Teaching... (12)	(12)	(12)	0	(12)	(12)	0
Ed.	241	242		Conference.....	(3)	(3)	0	(3)	(3)	0
Health Ed.	201	202	203	Phys. Ed.....	2	2	2	1	1	1
Health Ed.	231	232		Hyg.&Phys. Inspec.	2	2	0	2	2	0
Arts			233	Appreciation.....	0	0	2	0	0	1
Arts	211	212		Applied Design...	2	2	0	1	1	0
*Home Ec.	211	212	213	Clothing.....	5	5	5	3	3	3
*Home Ec.	201	202	203	Foods & Cookery..	3	3	3	2	2	2
Home Ec.			243	Home Manag.....	0	0	3	0	0	1.5
Home Ec.			253	Millinery.....	0	0	3	0	0	1.5
Science	201	202	203	Home Chem...}	3	3	3	2	2	2
*Science	211	212	213	Home Phys...}						
					21	21	27	15	15	15

*English 201-202-203 may be substituted for Home Physics. All students take Home Chemistry who have not previously taken it. Conditioned students may select electives from Courses I, II, or III. Those who have had Home Economics 201-202-203 and 211-212-213 will take Home Economics 221-222-223 and 231-232-233.

Course V. Senior—Leading to Teaching Commercial Subjects in the High School.

					Class Periods			Credits		
Ed.	251			Prs. Tehg. Com.Sub.	3	0	0	3	0	0
Ed.		252		Prac. Tehg. & Con.	0	(9)	0	0	4.5	0
English		202		Types of Liter.....	0	2	0	0	2	0
Com. Ed.			203	Commercial Ed....	0	0	2	0	0	2
*Com. Ed.	211	212		Bookkeeping.....	3	2	0	3	1	0
Com. Ed.			213	Elements of Accts..	0	0	2	0	0	2
*Com. Ed.	221	222	223	Shorthand.....	4	5	4	2	1.25	2
*Com. Ed.	231	232	233	Typewriting.....	3	5	3	1.5	1.25	1.5
Com. Ed.	241	242		Office Training....	3	8	0	1.5	4	0
Com. Ed.		281		Business Law.....	5	0	0	5	0	0
Soc. Sc.			223	Commer. Geog....	0	0	4	0	0	4
Soc. Sc.			233	Economics.....	0	0	3	0	0	3
Health Ed.	201	202	203	Physical Ed.....	2	0	2	1	0	1
					23	22	20	17	14	15.5

*Note: During the second quarter seniors in Course V are divided into two groups, each teaching six weeks. During the teaching weeks, the subjects starred are dropped.

Course V. Senior Special—For Students Who Entered Course V Junior Special.

			Class Periods			Credits		
Ed.	251		Prs. Tchg. Com. Sub.	3	0 0	3	0 0	
Ed.	252		Prac. Tchg. & Con.	0	(9) 0	0	4.5 0	
English	202		Types of Liter.....	0	2 0	0	2 0	
Com. Ed.		203	Com. Ed.....	0	0 2	0	0 2	
Com. Ed.	241 242		Office Prac.....	3	8 0	1.5	4 0	
Com. Ed.	251		Business Law.....	5	0 0	5	0 0	
Com. Ed.	261 262 263		Sh'th'd Prac. (Adv.)	4	5 4	2	1.25 2	
Com. Ed.	271 272 273		Accounting (Adv.)	.3	3 3	3	3 3	
Soc. Sc.		223	Commer. Geog.....	0	0 4	0	0 4	
Soc. Sc.		233	Economics.....	0	0 3	0	0 3	
Health Ed.	201 202 203		Physical Ed.....	2	0 2	1	0 1	
				20	18 18	15.5	14.75 15	

See note at bottom Course V—Senior.

Degree Courses—Third and Fourth Years—Leading to the B.S. Degree in Education**Required Subjects—Third year.**

			Class Periods			Credits		
Ed.	301 302 303		Phil. of Ed.....	3	3 3	3	3 3	
English	301 302 303		Read. & Pub. Spk..	3	3 3	3	3 3	
Health Ed.	301 302 303		Phys. Ed. Playgrd.					
			Supv.....	2	2 2	1	1 1	
				8	8 8	7	7 7	

Group A Electives: Majoring in Physical Education.

			Class Periods			Credits		
Health Ed.	311 312		Anatomy.....	3	3 0	3	3 0	
Health Ed.	321 322		Physiology.....	2	2 0	2	2 0	
Health Ed.		333	Spec. Kinesiology..	0	0 3	0	0 3	
Health Ed.		343	Hist. of Phys. Ed..	0	0 2	0	0 2	
Health Ed.	351 352 353		Practical Work....	3	3 3	3	3 3	
				8	8 8	8	8 8	

Group B Electives: Majoring in Fine and Industrial Arts.

			Class Periods			Credits		
Arts	301 302 303		Des. & Freehd. Dw.	4	4 4	2	2 2	
Arts		312 313	Let. & Poster Mkg.	0	4 4	0	2 2	
Arts		322 323	Cost. Des. & Illus..	0	4 4	0	2 2	
Arts	331		Mech. Draw.....	4	0 0	2	0 0	
Arts		332 333	Ele. Woodworking	0	4 4	0	2 2	
Arts	341		Fine Arts Ed.....	2	0 0	2	0 0	
Arts	351		Indus. Arts Ed....	2	0 0	2	0 0	
				12	16 16	8	8 8	

Group C Electives: Majoring in Music.

			Class Periods			Credits		
Music	301 302 303		Hist. & Cur. Events	2	2 2	2	2 2	
Music	311		Constr. Music.....	2	0 0	2	0 0	
Music		312	Harmony I.....	0	2 0	0	2 0	
Music		313	Harmony & Mel....	0	0 2	0	0 2	

				Class Periods			Credits		
Music	321	322	Sight Read. I&II...	2	2	0	2	2	0
Music		323	Prac. Teaching....	0	0	2	0	0	2
Music	331		Primary Methods...	2	0	0	2	0	0
Music		332	Gram. Methods...	0	2	0	0	2	0
Music		333	High School Music.	0	0	2	0	0	2
				8	8	8	8	8	8

Group D Electives: Majoring in Commercial Education.

				Class Periods			Credits		
Soc. Sc.	301		Econ. Geog.....	2	0	0	2	0	0
Soc. Sc.		302	Soc. & Ind. Hist. of Eng.....	0	2	0	0	2	0
Soc. Sc.		303	Soc. & Ind. Hist. of the U. S.....	0	0	2	0	0	2
Com. Ed.	301	302	303 Accounting.....	3	3	3	3	3	3
Com. Ed.	311	312	313 Adv. Shorthand....	2	2	2	1	1	1
			Electives.....	2	2	2	2	2	2
				9	9	9	8	8	8

Notes: Students who have had any of the work here listed may substitute electives from Senior III—Modern Language is advised for Group D Electives. This substitution may also be made for Accounting 301-302-303 by those wishing to specialize in Secretarial Science. Fifteen credits constitute a year's work.

Required Subjects—Fourth Year.

				Class Periods			Credits		
Ed.	401	402	Sch. Admr. & Supv.	3	3	0	3	3	0
Ed.		403	Prac. Teaching....	0	0	6	0	0	3
English	401	402	403 Short Story, Novel and Drama....	2	2	2	2	2	2
Soc. Sc.	401	402	403 Economics	or	2	2	2	2	2
Ed.	411	412	113 Ed. Sociology }						
				7	7	10	7	7	7

Group A Electives: Major —Physical Education.

				Class Periods			Credits		
Health Ed.	401	402	403 Educational & Corrective Gymn...	2	2	2	2	2	2
Health Ed.	411		Physical Diagnosis & Anthropometry	2	0	0	2	0	0
Health Ed.		412	Playgr, Pag, etc....	0	2	0	0	2	0
Health Ed.		413	Systems & Organ...	0	0	1	0	0	1
Health Ed.	421	422	423 Prac. Work.....	4	4	3	4	4	3
Health Ed.		433	Practice Teach....	0	0	2	0	0	2
				8	8	8	8	8	8

Group B Electives: Major—Fine and Industrial Arts.

				Class Periods			Credits		
Arts	402		History of Art....	0	2	0	0	2	0
Arts		403	Analysis of Indus...	0	0	2	0	0	2
Arts	411	412	413 Des. & Freeh. Drw.	4	4	4	2	2	2

				Class Periods			Credits		
Arts	422	423	Home Furnishing..	0	4	4	0	2	2
Arts		433	M'tlw'kg. & Jewelry	0	0	4	0	0	2
Arts	441		Clay Mod. & Pot...	4	0	0	2	0	0
Arts	451		Book Making, Mend.						
			& Care of Books...	4	0	0	2	0	0
Arts	461	462	Adv. Woodwork...	4	4	0	2	2	0
				16	14	14	8	8	8

Group C Electives: Major—Music.

				Class Periods			Credits		
Music	401		High School Meth..	2	0	0	2	0	0
Music		402 403	Appreciation.....	0	2	2	0	2	2
Music	411	412	Adv. Sight Reading,						
			I & II.....	2	2	0	2	2	0
Music		413	Prac. Teaching....	0	0	2	0	0	2
Music	421		Accompanying....	2	0	0	2	0	0
Music		422 423	Voice Training....	0	2	2	0	2	2
Music	431	432	School Enter.....	2	2	0	2	2	0
Music		433	Conducting.....	0	0	2	0	0	2
				8	8	8	8	8	8

Group D Electives: Major—Commercial. Education

				Class Periods			Credits		
Com. Ed.	401		Bus. Org. & Mgt. .	3	0	0	3	0	0
Com. Ed.		402	Money and Banking	0	3	0	0	3	0
Com. Ed.		403	Labor Problems....	0	0	3	0	0	3
Com. Ed.	411		Secretarial Meth...	2	0	0	1	0	0
Com. Ed.		412 413	Business Prac.....	0	8	8	0	4	4
Com. Ed.	421		Prs. of Advertising.	3	0	0	3	0	0
Com. Ed.		422	Psy. of Advertising	0	2	0	0	2	0
Com. Ed.		423	Advertising Art....	0	0	2	0	0	2
				8	13	13	7	9	9

Note: When advisable electives may be chosen from Junior or Senior Courses III. See special notes on course of study.

SPECIAL NOTES ON COURSE OF STUDY

1. The course of study is based upon the intensive rather than the extensive plan, and a high standard is maintained for the work. The courses are based upon approximately 15 "credit points." Unprepared subjects receive one-half count. Class periods are 60 minutes in length. Laboratory subjects have double periods.

2. Teachers are expected to arrange their work in accordance with the outlined course of study. No departure from this course is permissible, except by consent of the Course of Study Committee.

3. A rational printed schedule will be made out and posted before the beginning of the session, based upon the course of study, and no student is permitted to take subjects in conflict with the schedule.

4. All work in excess of 15 credit points may be counted on conditions by students entering the school on less than 16 units of high school work.

5. In all courses the time required for preparation is to be at least as much as the class time, except in case of laboratory subjects. In this case, half the laboratory time may be required for outside preparation. Each instructor is responsible for enforcing this time requirement. A maximum of twice the class time may be required.

6. Electives not in a student's course may be taken only if there is no schedule conflict and after consultation with the Course of Study Committee.

7. The school reserves the right not to form any class for less than ten students.

8. All students are required to take Chorus Music for the two years, except while teaching.

9. Teaching seniors have no class work except such as is related directly to their needs in the training school, such as conferences, practice in black-board work, etc. This should mean increased development as a teacher.

10. The use of the library is encouraged by teaching students how to use the card index, the reader's guide, shelf lists, etc. While this is encouraged in all classes, it is made a definite part of the English Course of the Junior year, and is directed by the head of the English department and the librarian.

Departments of Instruction

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in the actual teaching under direction in the Rural and City Training Schools.

JUNIOR YEAR

101: Educational Psychology. In this course a study of the child is made from the standpoint of his original tendencies and characteristics, and the process of his growth, development and education. Several phases of emphasis may be noted: First, a study of the nervous system as the basis of mental activity; second, the elementary mental processes, such as sensation, perception, memory, imagination, etc.; third, the learning process, with emphasis on instincts, capacities, habit formation, reasoning, etc.; fourth, characteristics of children at various stages of growth and development; fifth, individual differences—the normal, sub-normal and abnormal children and their treatment in the schools. Various tests and measurements are given in connection with the course.

Text: Averill, *A Psychology for Normal Schools.*

Five periods per week for the first quarter.

102-103: Principles of Elementary Education. In this course some of the fundamental principles underlying learning, teaching and management are considered. The school is studied

from the standpoint of function and organization. Some of the topics discussed are the curriculum, classification, grading, promotion, retardation, home work, and supervised study. Under management is considered general routine, such as the daily program, handling class materials and wraps, passing into and out of the building, fire drills, conducting the noon and recess periods, and other management factors that confront the teacher. How to give standard tests and utilize their results is made a part of the course.

Text: Strayer and Engelhardt, *The Classroom Teacher*.

Two periods per week for the second and third quarters.

121-122-123-B: History and Geography. The course proceeds on the basis of close correlation of History built upon geographic foundations. The physical geography of North America presents the background for colonial settlement and industrial expansion. With this background of historic fact, present-day industrial and commercial conditions and transportations of U. S. are studied by means of problem and project methods. This course constitutes a part of the course in Elementary Education looking to the teaching of these subjects in the grades.

See Social Sciences for fuller details.

121-123-C: This course is a review of the arithmetic of the elementary grades. Special drill is given in the fundamental operations of integers, common and decimal fractions, and the simple business applications of percentage. Classroom discussion is based upon the Training School observation of the first, second and third grades. A part of the unit course in Elementary Education.

For fuller details see Mathematics.

122-D: Writing. For description of this course see Fine and Industrial Arts.

122-123-AI: Elementary Education and Observation—Primary Grades. This course presents and discusses the aims and objectives of primary education; the educative values as related to the subject matter of the primary curriculum, and the most effective methods of presenting such subject matter. The course of study of the Virginia Elementary Schools is used as a guide. The major emphasis is on Reading, however, as this is the big problem of the beginner.

122: Primary Grades. A. Presentation and discussion of the aims, values, subject matter and method as definitely related to Primary Education.

B. Reading. The purpose of this part of the course is (1) to lead the students to see and to discuss the problems that arise in the teaching of reading, and to devise adequate solutions; (2) to familiarize the students with the many types of primary readers, and to enable them to select and use the best effectively; (3) to discuss and work out with students the various types of reading lessons used in the primary grades and to illustrate these types and the use of correlated materials in the organizing of lessons and lesson plans; (4) to show the application of the principles of education in the teaching of primary reading.

C. Child Literature. A study is made of literature appropriate for the first three grades. The course aims to present material which will give knowledge for appreciation and selection of stories suitable for children in the primary grades, and the methods of teaching these to the children. Special emphasis is placed on story telling and dramatization. An opportunity is provided for individual presentation by members of the class.

Three periods per week for the second quarter.

123: Primary Grades. The purpose of this part of the course is (1) to select and organize subject matter in language, spelling, arithmetic, and community life that will be of value to children in the primary grades; (2) to observe and discuss methods of teaching this subject matter in language, spelling, arithmetic and community life; (3) to organize projects for primary grades in which the subjects of the primary curriculum become a social unit.

Three periods per week for the third quarter.

Observation and Discussion: Primary. This course is an integral and correlated part of the Primary Elementary Education Course. Following the presentation of methods of teaching a subject, the class observes in the Training School this method demonstrated by trained teachers. The observation is followed by a discussion of the application of the method previously studied. The lessons observed show in sequence the same subject taught in the different grades. This enables prospective teachers, after studying subject-matter and methods, to see how to adapt the material and method of presentation to the development of children of different grades.

One double period per week for the second and third quarters.

122-123-AII: Elementary Education and Observation. Intermediate and Grammar Grades. The purpose of this course is to emphasize the methods of teaching English, History, Geography and Arithmetic, based on educational principles. The work of the two quarters is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject-matter. Free classroom discussion is conducted, and each student should get a working knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, devices and plans for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades. Observation in the Training Schools constitutes a definite part of the course. Students see classes taught in the subjects of the intermediate and grammar grades, and discuss the work observed from the standpoint of educational principles. This work is done jointly between the education department and the other departments concerned, thus making a most valuable course from the standpoint of both subject-matter and educational practice in the Training School.

Five periods per week for the second and third quarters.
(Distributed).

112-113: Principles of Secondary Education. The purpose of this course is to give students a broader and more comprehensive view of the field of high school education, and to lay the foundations in approved educational principles for the later practical work of the teachers in the high school.

112: Principles of Secondary Education. Some of the subjects dealt with in this quarter are: Adolescence, and the teacher's problems growing out of it; the organization and aims of the high school; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and relative value of studies; the real educational and disciplinary value of a subject; and the best methods of study.

Two periods per week for the second quarter.

113: Principles of Secondary Education. This quarter deals more with the teaching side, and takes up such subjects as the following: The high school as a social factor; its relation to elementary and higher education; the principles and methods of teaching the various high school studies; the lesson plan; pro-

gram making; directing the various school activities, both in and out of the schoolroom.

Three periods per week for the third quarter.

Observation and Discussion: High School. The observation and discussion in the high school course form an integral part of the course in Principles of Secondary Education 112-113. The aim is to give students an opportunity to see various methods of conducting and teaching a class and to follow this observation up by a discussion of the lesson observed, in the light of methods and principles with which they have become familiar in research and class study. In this way theory and practice are closely related.

Two periods per week for the second quarter.

SENIOR YEAR

201-202: Social Principles of Education. This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy, covering in the main the thoughts developed by Dewey in *Democracy and Education*, Horne in *Philosophy of Education*, and Butler in *The Meaning of Education*. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

Four periods per week for the first quarter.

Repeated in the second quarter.

213: History of Education. In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scien-

tific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the term.

Text: Graves, Students' History of Education.

Reference Books: Monroe, Briefer Course in the History of Education; Cyclopedia of Education; Parker, History of Modern Elementary Education; Heatwole, History of Education in Virginia, and others.

Four periods per week for the third quarter.

231-232: Practice Teaching. Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training School, form the basis for a course in practice teaching. This course is required of every candidate for a diploma in courses 1, 2, and 3. Practice teaching is also given in course 4, with special attention to household arts subjects, and in course 5 with special emphasis on commercial subjects. Its purpose is to give to the student teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades, and is required to observe the teaching of the subjects in the other grades of the school. Every senior teaches half of each school day for a period of twelve weeks, and has definite observation and discussion work for twelve additional weeks. Educational tests are given during the teaching term by each senior, thus assuring her acquaintance with the tests, and giving her a scientific basis for grading her students.

In addition to observation and practice teaching in the city training school, opportunity is given for observation and practice teaching in a two-room rural school in Spotsylvania county, and in two years of high school work maintained at the Normal School.

223: Community Surveys. During the third quarter, after Seniors have done their practice teaching, the class is divided into groups for the purpose of making a survey, as a whole, of the field in which they have been studying and working. The whole community is viewed from the standpoint of its inhabi-

tants, home-life, industries, amusements, other institutions, and its interests and needs. The schools are studied in relation to all these factors, with a view to discovering the extent to which they are really functioning in the community, and for the purpose of training teachers to make similar surveys in the communities in which they work after graduation. Students are divided into City and Rural groups according to their major interests. Both class-work and field studies are included in the course.

Six periods per week for the third quarter.

241-242: Conference. Three hours each week are set aside for the head of the Department of Education and the Training School Supervisors to meet the seniors in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching section. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

Three periods per week for the first and second quarters for teaching seniors.

OTHER EDUCATIONAL SUBJECTS

In addition to the above outlined courses, methods of teaching the respective subjects are given in connection with the courses in Home Economics, Music, Nature Study, Agriculture, Fine and Industrial Arts, Physical Education, and Commercial Subjects.

See these departments for full statements of courses.

DEGREE COURSES

301-302-303: Philosophy of Education. This course treats of the factors making for civilization—the home, the school, the vocation, the state, and the church. The subject of education is approached from each of the following scientific viewpoints: the Biological, the Physiological, the Psychological, the Sociological, and the Philosophical. The course aims to determine

the real place of education in society, and its relation to the arts, religion, and right living—to give a broader conception of the field of education.

Text: Horne, the Philosophy of Education, and full texts on each of the phases of education studied.

Three periods per week for the session.

401-402: School Administration and Supervision. In this course students make a more detailed study of school organizations, from the State Board of Education to the Janitor; finance, national, state, and local; waste in education, and other factors that should be known and studied with a view to better organization, management, supervision, and teaching.

Three periods per week for the first and second quarters.

403: Practice Teaching. Degree courses. Students do six hours teaching in the subjects in which they are majoring. So far as practicable this work is done under conditions similar to those under which graduates will likely teach after completing the course. In addition to this, practical work is made a part of all the courses.

Six periods per week for the third quarter.

411-412-413: Educational Sociology. For general content and treatment see Social Principles of Education 201-202. More advanced work is done in this course.

Two periods per week for the session.

ENGLISH

Every department of instruction in the Normal School is urged to co-operate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wide range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work

derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

ENGLISH 101-102-103: GRADE ENGLISH

101: English Fundamentals. This course is, first of all, an intensive study of the fundamentals of English in an attempt to discover and correct the weaknesses in the student's speech, grammar and composition work. The course includes technical work in language and such facts and principles in grammar as contribute to the work in composition and literature. Definite objectives are set up for better speech and for effective work in oral and written composition.

While the major emphasis is placed on English fundamentals during the first quarter, these principles carry over and are followed up in the work in Literature and Oral Expression in the second and third quarters, in all courses in English in the Junior year.

Three periods per week for the first quarter.

102: Literature. The literature chosen for this course is suitable in its themes, its actions, its feeling, and its simplicity to the needs of the elementary grades. Students are given knowledge of, and appreciation for such literature, and adequate bibliographies are organized and discussed.

Two periods per week for the second quarter.

103: Oral Expression. The work in this course provides adequate training in the types of oral expression needed for professional work in the elementary grades. Emphasis is placed on effective oral reading, story-telling, and short topic discussions. The course finds practical expression in the work in literary societies, dramatic clubs, and other student activities.

Three periods per week for the third quarter.

ENGLISH 112-113: HIGH SCHOOL ENGLISH

112: Literature. The aim of this course is to familiarize the students with the content of literature specified by the State Course of Study for High School use, and to emphasize the appreciative interpretation of such literature.

Three periods per week for the second quarter.

113: Oral Expression. The work of this course provides adequate training in the types of oral expression needed for profes-

sional work in high schools. Emphasis is placed on effective oral reading, short topic discussions, and debates. The course finds practical expression in the work of literary societies, debating teams, dramatic clubs, and other student activities.

Three periods per week for the third quarter.

121: English Fundamentals. An intensive study of the fundamental elements of English. This includes a study of the paragraph; the sentence including grammar, words, spelling, definition, punctuation, and capitalization. These principles are directly applied to oral and written composition. The aim of this course is to build up for the student correct and effective methods of expression. Open to Junior V students.

Two periods per week for the first quarter.

122-123: Business Correspondence. In this course an attempt is made to develop a simple, direct, and forceful style of English such as will be suitable for use in written and oral business communications. The arrangement and content of various types of business letters are studied very carefully. Ample provision is made for oral drills, and the importance of clear, straightforward speech is constantly emphasized.

Two periods per week for the second and third quarters.

ENGLISH 201-202-203

201: A Survey of English and American Literature. A brief survey of English and American Literature in which a study of the contributions of significant authors, together with carefully selected masterpieces representative of periods of national life, is made.

Two periods a week for the first quarter.

202: Same as 201, repeated for teaching Seniors.

Two periods per week for the second quarter.

203: Types of Great Literature. In this course an effort is made to familiarize the student with distinctive types of literature, both poetry and prose, as seen in the lyric, the epic, the drama, the novel, the short story, and the essay, and to give her a knowledge and appreciation of the value of literature in individual and social life.

At least one classic under each of these types, with emphasis on appreciation, is included in this course.

Two periods per week for the third quarter.

ENGLISH 211-212-213: CONTEMPORARY LITERATURE

211: This course aims to give the student a knowledge of, and appreciation for, present-day American and English Literature. Poems, essays, and stories by contemporary writers are read and discussed. Recent publications and current magazines are used for reference work.

Two periods per week for the first quarter.

212: Same as 211, repeated for teaching seniors.

213: As in courses 211 and 212, this course aims to give the student a knowledge of present-day American and English Literature. Recent publications and current magazines are used for reference work.

Two periods per week for the third quarter.

ENGLISH: DEGREE COURSES

301: Reading. An advanced course in reading. It combines practice in pronunciation and exercises for distinctness and vocal purity with oral interpretation of the printed page. The oral reading includes work on various types: narration, description, exposition and argumentation.

Three periods per week for the first quarter.

302: Reading. A continuation of course 301.

Three periods per week for the second quarter.

303: Public Speaking. A study of the fundamental principles of effective speech. Selection and arrangement of subject-matter and framing of outlines. An opportunity is given students to put the principles studied into practice. The selections given by students are sometimes original and sometimes excerpts from masterpieces.

Three periods per week for the third quarter.

401: The Short Story. The growth of the short story is historically traced, its method and various types are carefully considered and analyzed, and a large number of specimens read.

Two periods per week for the first quarter.

402: The Novel. The historical development of the English novel is traced from the beginning. Representative specimens are read and analyzed.

Two periods per week for the second quarter.

403: The Drama. A historical survey of the drama. The Elizabethan drama is the center of the course, but some of the characteristic plays of the most important recent dramatists are read and discussed; consideration of the Elizabethan and modern theatres; current theories of the drama.

Two periods per week for the third quarter.

BIBLE

Owing to the demand for Sunday School teachers, and considering the educational and cultural value of a study of the Bible, two courses are now being offered by this institution in Bible study, each with full college credit. The first of these courses is treated from the historical standpoint, somewhat in chronological order, with some attention to teaching in the Sunday School. The second course deals more with periods in Bible history, with emphasis on Biblical literature and its influence.

101: Bible. This course is an historical study of the Bible from Creation to Judges, giving much time to the reading of the subject-matter and to the studying of outstanding characters of this time.

Text: Spilman, Leavell & Burroughs, *The New Normal Manual*.

Two periods per week for the first quarter.

102: Bible. A similar and continued study of the above course from Judges to the time of Christ.

Text: Spilman, Leavell & Burroughs, *The New Normal Manual*.

Two periods per week for the second quarter.

103: Bible. This course embraces a study of the life of Christ, and His standards of living. The subject is treated not so much from a pedagogical point of view as it is with a view of becoming more conversant with the New Testament and of seeing in its principles that which is applicable to daily living.

Text: Spilman, Leavell & Burroughs, *The New Normal Manual*.

Two periods per week for the third quarter.

201-202-203: Bible. In this course, the Bible, always keeping its place of prominence religiously, is, nevertheless, regarded through historical glasses establishing in the mind of the student the continuity of great facts that step by step place the Bible as the greatest of all Histories in interest, contents and authenticity. Following the treatment of the Bible in the above man-

ner, an equal length of time will be devoted to its study for its literary value—a course dealing with the simplicity of its diction, the greatness of its addresses, its sermons, its orations, and the beauty of its poesy and its songs.

Two periods per week for the session.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Normal School, for in whatever work the teacher may engage, she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in every-day life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of the subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work. Especial emphasis is laid on the proper presentation of the State text-book.

121: C—Elementary Education—Arithmetic Review. This course is a review of the arithmetic of the elementary grades. Special drill is given in the fundamental operations of integers, common and decimal fractions, and the simple business applications of percentage.

Text: Smith, Modern Advanced Arithmetic.

Two periods per week for the first quarter.

123: CI—Elementary Education—Arithmetic. This course is a review of the arithmetic of the elementary grades. Special drill is given in the fundamental operations of integers, common and decimal fractions, and the simple business applications of percentage. Classroom discussion will be based upon the Training School observation of the first, second, and third grades.

Text: Klapper, The Teaching of Arithmetic.

One and one-half periods for the third quarter.

123: CII—Elementary Education—Arithmetic. This course is a thorough treatment of the subject-matter of the grades from the teacher's standpoint. Class discussion is based on the Training School observation of the fourth, fifth, and sixth grades.

Text: Klapper, *The Teaching of Arithmetic*.

One and one-half periods for the third quarter.

112: High School Mathematics. This course is a brief review of high school algebra from the teacher's standpoint, and gives approved methods of presenting the subject.

Text: Wells & Hart, *New High School Algebra*.

References: Munn, *The Teaching of Algebra*. Smith, *Teaching of Elementary Mathematics*.

Two periods per week for the second quarter.

113: High School Mathematics. This course is a rapid review of arithmetic based on business problems, and acquaints the students with the laws, customs, and forms of business.

Text: Moore & Miner, *Practical Business Arithmetic*.

References: Hunt, *Community Arithmetic*. Burkett & Swartzel, *Form Arithmetic*.

Two periods per week for the third quarter.

102-103: Business Arithmetic. It is assumed that all students who enroll in a commercial teacher-training course will have had a complete course in arithmetic. It is safe to assume, however, that they will not have acquired that facility in the handling of arithmetical computations which is required of office workers. Therefore, it will be the chief aim of the business arithmetic course to develop facility in the use of figures, while at the same time reviewing approved methods of making business calculations.

Such short cuts as appear frequently in business will be introduced in this course. Through adequate, well-organized practice, essential process habits will be formed. The ultimate aim of the course will be to enable those who complete it to handle common office problems in arithmetic with extreme facility and accuracy.

Text: To be selected.

Two periods per week for the second and third quarters.

201-202-203: Advanced High School Mathematics. This course is a continuation of High School Mathematics 112-113. The

typical parts of Algebra and Geometry are discussed with the general aim of putting students in possession of approved methods. Papers and talks on assigned readings, discussions, and examination of text-books form a part of this course.

Text: Schultze, *The Teaching of Mathematics in Secondary Schools*.

Two periods per week for two quarters.

SCIENCE

This department offers courses in Biology, Nature Study, Agriculture, Chemistry, and General Science.

These subjects dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines; exercise in knowledge-acquisition through the study of concrete objects and experimentation; train the judgment and yield information of especial value.

132-133: Chemistry. This course is intended for Household Arts students who have had no previous chemical training. It will bring out the relation between the fundamental principles of chemistry and their applications, and will emphasize the applications to things of practical interest in the home.

Text: Smith & Mess, *Laboratory Study of Chemistry*.

Two double periods per week for the second and third quarters.

Laboratory fee, \$1.50 per quarter.

142-143: Home Chemistry. Prerequisite, one year of general chemistry with laboratory. This course is a study of such chemistry as finds application in the home. It embraces the chemistry methods employed in the examination of fuels, drinking water, atmosphere, textiles, and foods, with special reference to adulteration, imitations, preservatives, poisonous substances, etc.

Text: Vulte, *Household Chemistry*.

Bruce, *Detection of Common Food Adulterants*.

Two double periods per week for second and third quarters.

Laboratory fee, \$1.50 per quarter.

201-202-203: Home Chemistry. Content and text same as Home Chemistry 142-143.

One single and one double period per week for the session.

Laboratory fee, \$1.50 per quarter.

211-212-213: Home Physics. This course will consist of a review of those parts of physics which are necessary for the understanding of common home appliances. Emphasis is placed on the practical knowledge and use of the everyday household appliances such as electric vacuum cleaners, sewing machines, modern electric lighting equipment, etc.

Text: Butler, Household Physics.

One single and one double period per week for the session.

122-123: General Science. This course is intended for those preparing to teach General Science in Junior High Schools. The subject is rapidly reviewed. Lecture-table demonstrations, experiments, practical experience in conducting a laboratory, designing and equipping a laboratory is made a part of the course.

Text: Clarke, An Introduction to Science.

Two double periods per week for the second and third quarters.

221-222-223: High School Laboratory Practice (General Science, Chemistry and Physics). This course is intended for those preparing to teach Science in High Schools. An elementary knowledge of the subject is presupposed. Planning and equipping a laboratory, appropriate lectures, table demonstration, and practical experience in conducting and caring for a laboratory will be part of the course.

Two double periods per week for two quarters.

RURAL ARTS

The Rural Arts Department has for its laboratory a sixty-acre farm, an interesting stream which winds its way about the edges of the campus, and a spacious and inviting grove. The farm is equipped with a poultry plant, hogs, horses and orchards, giving sufficient space for school gardens nearby.

The courses offered are designed primarily (1) to bring the students into intelligent, sympathetic touch with their environment, to develop an interest in living, growing things, and an appreciation of the natural surroundings, (2) to prepare teachers for nature study in the grades.

101: Nature Study—Fall Quarter. This course includes a study of plants and animals, including wild flowers, trees, shrubs, plant propagation, insects and birds. Special reference is given to their growth, adaption to environment and relation to man.

No text is used. Library references and the campus and surrounding country our best text.

Laboratory fee, 25 cents.

Three periods per week for the first quarter.

102: Nature Study—Winter Quarter. The first part of this quarter is given to the study and application of psychological principles as applied to nature study. The lesson plan form is developed, type lessons are taught and discussed.

The last part of the quarter is given to garden study in preparation for the practical garden work.

Laboratory fee, 25 cents.

Three periods per week for the second quarter.

103: Nature Study—Spring Quarter. This quarter offers an intimate study of birds, spring flowers, trees, insects and gardening.

Text: Hodge, Nature Study and Life.

Laboratory fee, 25 cents.

Four periods per week for the third quarter.

112-113: Biology—Agriculture. This course includes a study of the principal branches of the plant and animal kingdom, with special reference to their relation to human welfare; environment, and its effect on plants and animals; development and interdependence of plants and animals; laws of heredity; careful study of life history, injury and remedy of commonest insects. Micropic studies of plant and animal forms is made throughout the course.

Four periods per week for the second and third quarters.

SOCIAL SCIENCES

HISTORY, GEOGRAPHY AND ECONOMICS

121-122-123: B. I.—Elementary Education. This course gives the geographic background for the social, economic and historical study of the home community, the state and the nation. History and geography are combined into one study. Proceeding from Fredericksburg, a home community type, the course broadens first to the state, and then the nation. Methods develop with the subject-matter, and in the Spring term, an intensive study of primary methods in history and geography is given under the direction of Department of Education. See write-up under Department of Education.

121: *B. I.*—Continent formation in relation to soils and minerals, and climate in relation to forests and agriculture show how raw materials are produced. With this background, Fredericksburg is studied first hand by investigation to construct a home geography course. Problems, projects, stories, excursions, reports, handwork, illustrations, sand table, and introductory map study.

Two periods per week for the first quarter.

122: *B. I.*—Virginia as a history-geography project is studied the first six weeks, using the journey method. The history element is developed by the story method, introducing the art of story-telling, and the value of early history study by personality. The last six weeks introduce the natural regions of the United States, giving intensive study to the Atlantic Seaboard. Regional and human geography by problem study.

Two periods per week the second quarter.

Laboratory fee 25 cents.

123: *B. I.*—The United States is completed the first six weeks with the Mississippi Valley and the Western States. Here project study features the course. Among the projects studied are cotton, sugar, tobacco, corn and hogs, wheat, ranching, cattle, and meat packing, wool and textiles, coal, iron and steel, Niagara and Great Lakes waterways, water-power, irrigation, leather and shoes. The last six weeks is given to an intensive study of history-geography methods under the direction of the Department of Education.

Two periods per week for the third quarter.

Laboratory fee, 25 cents.

121-122-123: *B. II.—Elementary Education.* This course, beginning with the simpler methods above progresses to the more advanced methods of grammar grades. Large use is made of illustrative material, projection lantern and samples. See write-up under Department of Education.

121: *B. II.*—The first six weeks is similar to course 121 above. In the second six weeks, the United States as outlined above is continued into the second term.

Two periods per week the first quarter.

122: *B. II.*—Continuing first term history-geography, North America is studied as a whole. Then Europe and South America

are developed by means of historic and commercial relations to the United States.

Two periods per week the second quarter.

Laboratory fee, 25 cents.

123: *B. II.*—By studying world empires, and commercial relations to the United States, the student is introduced to Asia and Africa, the Near East, the Far East, and the Pacific, leading gradually to a comprehensive World View. Thus the geography of these regions is studied in its historical relations. The second six weeks is devoted to intensive study of methods under the direction of the Department of Education.

Two periods per week the third quarter.

Laboratory fee, 25 cents.

122-123: *Economic Geography.* Geography is studied in relation to our economic organization. Production is the outstanding feature of the course, especially the sources of raw materials, and the history and processes of manufacture. Consumption is studied in relation to distribution. The course is to train teachers of High School geography. The first twelve weeks is the same as Elementary Education 121 above. Large use is made of samples and lantern slides.

122: The study of raw materials is continued, and the processes of manufacture in relation to agriculture, mining, labor and transportation is begun. Out of this study develops the principles of business organization.

Two periods per week for the second quarter.

123: Foreign countries are studied in relation to world production of commodities, commerce and foreign trade. First hand investigations of statistics and treatment of statistics as valuable to commerce in relation to the economic organization of society completes the course.

Two periods per week for the third quarter.

102-103: *United States History.* A systematic treatment of American history by epochs is given, using the topical method of approach by means of problems and reports. Much reference work in the library is required, and the student is grounded in that subject-matter of college history and American institutions, which will serve as a background for teaching in the primary and grammar grades, and in the high school.

102: The epochs of Discovery, Colonization, Independence and Expansion.

Two periods per week for the second quarter.

103: Industrial Expansion, the Old Order and Reconstruction, Industrialism, Imperialism, the World Power. The United States in the World War is studied in relation to present reconstruction.

Two periods per week for the third quarter.

112-113: *Citizenship*. In addition to the ordinary problems of Civics, this course includes social and economic problems in relation to current events. Much of the study is conducted from current periodicals, to one of which members of the class subscribe for the duration of the course. Research, topics for reports, problems and debates.

112: The problems and functions of government are in the foreground during this term.

Two periods per week for the second quarter.

113: Problems of the economic and social order are emphasized during this term.

Two periods per week the third quarter.

211-212-213: *Modern European History*. This course gives subject-matter for teaching modern history in High Schools. Great historic movements and social evolution rather than chronological history are emphasized. The constant endeavor is to give the student a historical background to understand current historical movements and thought.

211: Three great epochs—Crusades through the Reformation; Despotism and the struggle for Empire; Eighteenth century struggle for Democracy.

Two periods per week for the first quarter.

212: Same as above for non-teaching Seniors.

Two periods per week for the second quarter.

213: Nineteenth century Nationalism, Imperialism, and Commerce and Industry. Twentieth century struggle for commercial supremacy; the World War and World Reconstruction.

Two periods per week for the third quarter.

223: *Commercial Geography*. This brief, intensive course

for Senior V is somewhat similar to Economic Geography listed above. Primary Production, Transportation, Manufacturing and Consumption are included in the course with emphasis on primary production. Projects are required as part of this course.

Four periods per week for the third quarter.

233: Economics. A study of economics based upon present day problems with reference to production, distribution, exchange and consumption of wealth. Assigned readings of special problems and classroom discussions such as standards of living, immigration, rates, profits, etc. The aim of this course is both to furnish a largeness of view which will recognize the interdependence of all factors in the modern industrial system and give him a better understanding of the rights of others, and to teach the individual to safeguard his own interests.

Three periods per week for third quarter.

Equipment. The Department is well equipped for its work. A special room is fitted with ample laboratory equipment and an atmosphere of socialized study. The equipment includes specimens of minerals; political, topographical and blackboard outline maps; historical maps in series; desk maps; globes and planetariums; a complete collection of 1200 specimens ranged under 38 topics; 18 special industrial collections, illustrating manufacturing processes; two baloptican lanterns, one stationary and one portable, with 500 slides and capacity for showing printed pictures; 48 completely illustrated and bound projects for class and Training School purposes; a special juvenile library for history and geography study; and a growing collection of over 6000 pictures gathered by students, supervisors, and pupils in the Training School, most of which are permanently mounted. The school also owns a motion picture machine which can be used for educational purposes.

SOCIAL SCIENCE: DEGREE COURSES

201: Economic Geography. It is the purpose of this course to give students a knowledge of the geographic elements that aid in solving the practical problems of industry, transportation and commerce. It considers the fundamental geographic factors that influence economic conditions as: effects of location, topography, climate and mineral resources; and also the secondary factors of vegetable and animal resources and the reaction between man and his environment.

Two periods per week for the first quarter.

302: Social and Industrial History of England. This course deals with the development of invention and economic organization in agriculture, commerce, industry, and finance; the factors which have affected this development; and the effects of these several lines of development upon the national life, emphasizing the larger social and economic movements connected with them.

Two periods per week for the second quarter.

303: Social and Industrial History of the United States. The purpose of this course is to study the origin and development of current, social and industrial conditions in the United States. A brief study of the beginnings of America as a part of the overseas expansion of Europe is followed by a more detailed account of the national development in agriculture, manufactures, transportation, commerce and finance with special reference to the social and economic problems involved.

Two periods per week for the third quarter.

401-402-403: Principles of Economics. This course introduces the elements of the theory of Economics. The theories of material values, the principles underlying the mediums of business intercourse, and the relations of theory to practice, as applied to modern business organization and to educational sociology, are treated in some detail.

401: The first term takes up human wants in relation to wealth and exchange. The production of wealth ensues in a study of Capital, Rent, and Interest.

Two periods per week for the first quarter.

402: The second term considers the human factor in production: labor, wages, contract, and the place of the producer in the economic scheme. From the standpoint of enterprise, the study considers costs, profits, monopolies, manipulation, and prices. Some attention is given to international relations as bearing on the internal economic structure.

Two periods per week for the second quarter.

403: The third term treats the social aspects of economic relations. The theory of property and inheritance; income and consumption; coinage, specie, credit, and the medium of exchange; ownership, government and taxation; banking; transportation; and the economic future of society.

Two periods per week for the third quarter.

LATIN

The study of Latin exacts close observation and increases analytic power. It gives a cultural tone to life. It is, in an important sense, a source book of American literature. The structure of the English language can, in many of its points, be best understood and appreciated through a study of the primitive Latin sources.

In the Latin courses stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon, and the practical value for the teacher, as well as the cultural, is emphasized.

112-113: Latin—Third Year. This course includes additional readings from Book IV and Book V of Cæsar, and Cicero's Orations against Catiline. Attention is given to Latin prose and composition, syntax of cases and verbs, exercises based on text. Parallel readings on the Life and Times of Cicero are given.

Texts: Walker's Cæsar; D'Ooge's Cicero; Bennett's Latin Grammar.

Five periods per week for the second and third quarters.

211-212-213: Latin—Fourth Year. This course includes Books I to VI, of Vergil's Aeneid; the study of Roman and Greek Mythology; Latin versification; and the Life of Vergil, as parallel—Bennett's Latin Grammar is used as reference in composition work.

Text: Vergil's Aeneid.

Three periods per week for the first and second quarters.

Four periods per week for the third quarter.

122: Latin and Methods. Prerequisite to this course four years of Latin. This course affords a more intensive study of Cæsar, his career and character; his conquests and writings; Roman life and literature; slight review of Cicero, with comparison of Cæsar and Cicero; study of Roman oration; grammar and prose composition; and especial attention to sight reading and methods.

Five periods per week for the second quarter.

123: Latin and Methods. This course is a continuation of Latin 122, and is a review of Vergil, with further study of his

life; the Augustan age; Roman epic poetry; scansion and rhythmical reading; the dactylic hexameter; Roman and Greek Mythology; oral and sight reading; methods; selected Odes from Horace; and a contrast of lyric and epic poetry.

Five periods per week for the third quarter.

222-223: Latin and Methods. Same in content as Latin and Methods 122 and 123.

FRENCH

In the last few years we have been brought into such close relationship with France that it is most unfortunate not to have some knowledge of the French language. Hardly a day passes that we do not find French phrases in magazines and papers. For this reason French is one of the most practical subjects that the students of today can take. The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student has constant training in reading and speaking French.

102-103: French—Third Year. This course includes grammar, composition, reading, and oral exercises, with special attention to correct pronunciation, sight reading and conversation.

Texts: Fraser and Squair's French Grammar; Chardenal's Complete French Course; and about two hundred pages of French prose, selected as needed.

Five periods per week for second and third quarters.

201-202-203: French—Second Year. This course continues the study of grammar, reading, composition and conversation, with more emphasis on conversation, and a large amount of reading required. Through readings from Sand, Hugo, Mairat, Dumas, and others the student is introduced to French literature.

Texts: Fraser and Squair's French Grammar; Chardenal's Complete French Course; and about two hundred pages of French prose, to be selected as needed.

Three periods per week for the first and second quarters

Four periods per week for the third quarter.

132-133: French—Third Year. This is an advanced course in the study of the French language and literature for students who have had French 102-103 and French 201-202-203, or the equivalent. Readings are taken from the works of Hugo, Sand, Dumas, Racine, Corneille, and others. Much attention is given

to sight reading and methods of teaching French in the high school. Parallel readings are required.

Three periods per week for the session.

232-233: *French—Third Year*. Same in content as French 132-133.

HOME ECONOMICS

The course in Home Economics include subjects dealing with food, clothing, and shelter as related to the welfare of the home. These courses are planned to meet the needs of students who may become teachers of these subjects in the schools; and to train students to become efficient home-makers.

The health and happiness of a home depends upon the knowledge and skill of the woman who has the home in her keeping; her ideals of home life; and her ability to carry these out in a practical way. Hence, the courses in foods, textile study, dress-making, millinery, home nursing, and home management are given with these specific aims in mind—to develop ideals of a better home-life by a knowledge of true economy in the selection of foods and textile materials used in the home; by practical training in menu-making from a health standpoint, as well as attractiveness of service; in the practical processes of sewing and dressmaking; and the study of problems connected with efficiency in home management.

Open to all students who elect Courses III or IV.

All students who enter Cookery classes are requested to have at least two long white aprons with bibs.

101-102: *Foods and Cookery*. This course is a beginning study of foods from the standpoints of composition, nutritive value and place in diet; practice is given in applying principles of cooking to carbohydrates, fats, proteins and foods containing mineral salts, water and vitamins; simple meals are planned, prepared and served, according to the needs and home environment.

Open to students electing Course IV.

Text: Greer, Textbook of Cooking.

Fee, 50 cents per quarter.

One single and two double periods per week for the first and second quarters.

112: *Foods and Cookery*. This course is similar to Foods and Cookery 101-102. It includes a study of the food principles

and their application in planning a well-balanced diet; a study of the processes used in the preparation and cooking of foods; planning and serving simple menus.

Open to students in Junior III.

Text: Greer, Textbook of Cooking.

Fee, \$1.00 per quarter.

Three double periods for the second quarter.

201-202-203: Foods and Cookery. This course includes a study of the problems of well-balanced meals; and menu-making for breakfasts, luncheons and dinners. The various methods of preparation and garnishing of foods is emphasized. The different styles of Table Service are used in the actual serving of varied menus for breakfasts, for luncheons, and for dinners. Effort is made to develop initiative and skill of students in applying principles of cookery with successful results.

Open to students who have had Foods and Cookery 101-102, or its equivalent.

Lectures, laboratory work and reference reading.

Text: Fannie M. Farmer, Boston Cooking School Cook Book.

Fee, \$1.00 per quarter.

One single and one double period per week for two quarters.

221-222-223: Foods and Cookery. The general plan of the work is the same as that outlined for Foods and Cookery 201-202-203. A more intensive study of meal-planning and serving is made, and special projects arranged for.

Open to more advanced students. Time and fees the same.

103: Clothing. This course includes the study of cotton and linen; manufacture and character of the fibers, their cost and adaptability in garment-making; a study of the fundamental stitches; of commercial patterns; practice in both hand and machine sewing in the making of undergarments and an apron.

Open to students electing Course IV.

Fee, 50 cents for the quarter.

One single and two double periods for the third quarter.

113: Clothing. This course is similar to course given above: Clothing 103.

Open to students electing Course III.

Fee, 50 cents for the quarter.

Three double periods for the third quarter.

211-212-213: Clothing. Principles of design are emphasized in the choosing of materials and the selection of patterns, suitable to the wearer and to the occasion. Practice is given in accurate measurements, drafting patterns, economical cutting and fitting. Particular attention is given to the study and use of silks; the adaptability of the finer cotton and silk materials to undergarments and dresses.

Open to students who have had Clothing 103 or 113.

Text: Laura I. Baldt, Clothing for Women.

Fee, 25 cents per quarter.

One single and two double periods per week for two quarters.

231-232-233: Clothing. Projects are similar to those studied in Clothing 211-212-213. More advanced problems in designing, selection of materials, and suitable decoration according to principles of line, form, color, and texture of various fabrics, are taken into consideration.

Open to students who have had Clothing 211-212-213, or its equivalent.

Text: Laura I. Baldt, Clothing for Women.

Fee, 25 cents per quarter.

One single and two double periods per week for two quarters.

243: Home Management. A lecture and laboratory course on the various problems of the home, its care, planning, furnishing and management. Special emphasis is given to house furnishings, including the heating and lighting and plumbing equipment, labor-saving appliances, as well as the selection of furniture, draperies, rugs, etc. The choice and arrangement of furnishings are studied from a sanitary, economic and æsthetic standpoint. Attention is given to the division of the work of the household, the care of equipment; managing the business of upkeep by use of the budget system and keeping accounts; relation of the home to the community as a basis for efficient management.

Lectures, class discussions, laboratory projects.

Reference books: Baldertson, Housewifery; Quinn, Planning and Furnishing the Home; Clarke, Care of the House; Frederick, The New Housekeeping; Taber, The Business of the Household.

Open to Senior IV's.

One single and one double period per week for the third quarter.

253: Millinery. This course includes the designing and drafting of patterns for hats; construction of frames of buckram, willow and wire; covering and finishing the hat with silk, velvet, braid, organdy, or georgette; making and placing of trimmings of ribbons, flowers and accessories; renovating of millinery materials; and making over hats.

Fee, 50 cents for the quarter.

Open to Senior IV's.

One single and two double periods per week for the third quarter.

FINE AND INDUSTRIAL ARTS

The field of art is so broad that it cannot be included in the public school curriculum, and its entirety. Certain fundamentals or objectives must be determined upon as a basis for work. The Art School trains the professional artist—the Public School should equip the individual to meet intelligently such problems in art as will confront him regardless of profession or trade. The art courses aim to acquaint the student thoroughly with the principles of art, and at the same time to apply and adapt these principles to public school needs.

We believe that the course of study in art should exist as a “permanent state of mind—a habit or body of habitual practices”—that is, it should be largely an outgrowth of problems that come up and be applied to *all* things—not so much a set of things to be done, but rather a development of good judgment and cultivated appreciation, so that an ideal is established for doing all things in a fine way.

Fees in this department cover cost of tools and materials used.

The principal reference books used are: Arthur W. Dow, *Composition*; Ernest Batchellor, *Design in Theory and Practice*; *The Industrial Arts Text-books*; *The Applied Arts Drawing Books*; *The Art Course for Chicago Public Schools*; Marten, *Manual Training Play Problems*; Brigham, *Box Furniture*; Vaughn, *Printing and Bookbinding*; Frederick Whitney, *Blackboard Sketching*; Pellew, *Dyes and Dyeing*; White, *How to Make Baskets*; Cole, *Industrial Education in the Elementary Schools*; Forman, *The Story of Useful Inventions*; Katherine E. Dopp, *Place of Industries in Elementary Education*, *The Tree-Dwellers*, *The Early Cave Man*, *The Later Cave Man*; Ballard, *Handwork as an Educational Medium*; Johnston, *Writing and Illum-*

inating and Lettering; Dillaway, House Planning and Furnishing, Decoration in the School and Home; Cox, Pottery; Binns, The Potters' Craft; Noyes, Handwork in Wood; Brace and Mayne, Farm Shop Work; Bolman, Art in Dress; Ebelien and McClure, The Practical Book of Period Furniture; Bailey, Art Education; Thatcher, The Story of Paper Making, The Story of Books, Simple Soldering; Parsons, Principles of Advertising Arrangement; Reinach, Appollo.

101-102-103: Business Writing. The worker in the business office must acquire a style of writing which combines legibility, speed, and ease of execution. Much practice in penmanship beyond that given in the average school is necessary to fix correct writing habits and to insure a correct style for business use. Therefore, since the teacher of business writing should first master the subject herself, this course will consist of intensive drill and practice in business writing, based on the Locker System. The importance of combining legibility and speed is emphasized. In addition to a mastery of the subject the course includes a discussion of methods of teaching business writing.

Two periods per week for the session. (Half-hour periods.)

122-D: Elementary Education. Writing. This course includes both drills in muscular movement handwriting and a full discussion of methods of teaching writing, with suggestions for using material in the State-adopted books under varying conditions in the classroom. Considerable practice in black-board writing is done in preparation for teaching in the grades. Such questions are discussed as the psychology of handwriting; the physiology and hygiene of handwriting; adapting methods to the physical and mental condition of the child; how to conduct an effective drill in handwriting; standards of excellence in writing; measuring the quality of handwriting; using the Locker, Ayres, Thorndike, and Starch Scales. This is a part of the Unit Course in Elementary Education. The time element is conditional on individual proficiency.

122-123: Drawing, Design, and Handwork. This course includes a study and application of the principles of design thru *line, dark and light, and color* to projects arising in the primary and grammar grades. Also a brief study and application of the principles governing representative drawing. Theory and practice of teaching art in the primary and grammar grades, observations and discussions are included.

One single and one double period per week for the second and third quarters.

Fee, \$2.00.

Section I for primary group.

Section II for grammar group.

143: Drawing, Design, and Handwork. Content is much the same as in Drawing, Design, and Handwork 122-123, with emphasis upon Home Economics projects.

One single and two double periods per week for the third quarter.

Fee, \$1.50.

152-153: Industrial Arts. The subject-matter and projects in this course center about man's needs in the following particulars, viz: foods; shelter; clothing; utensils; weapons, tools, machinery; records; and how man in the past and present has transformed raw materials into usable products. The subject-matter and projects are adapted to primary and grammar grade needs. Theory and practice of teaching industrial arts in these grades, observations and discussions are included.

One single and one double period per week for the second and third quarters.

Fee, \$2.25.

Section I for primary group.

Section II for grammar group.

163: Industrial Arts. This course is intended for those specializing in teaching in the high school. The emphasis is upon woodwork for the Rural Junior High School.

One single and two double periods per week for the third quarter.

Fee, \$1.75.

201-202-203: Advanced Drawing, Design and Handwork. Continuation of Course 122-123.

One single and one double period per week for two quarters.

Fee, \$2.00.

211-212: Applied Design. Design applied to the home.

Two periods per week for the first or second quarter.

Fee, \$1.50.

241-242: Industrial Arts. Continuation of Course 152-153.

Two periods per week for the first or second quarter.

Fee, \$2.25.

233: Art Appreciation. A discussion of the opportunities open to every teacher for teaching art appreciation, including a study of pictures, costs, etc., suited to the grades and high school. A brief survey of the field of art in all ages is also given. A notebook of the course is required.

Two periods per week for the first six weeks of the third quarter.

Fee, 75c.

DEGREE COURSES

341: Fine Arts Education. Theory and practice of teaching fine arts in the primary and grammar grades and high school, including aims, place, relation to other subjects. Observations and discussions.

Two periods per week for the first quarter.

351: Industrial Arts Education. Theory and practice of teaching industrial arts in the grades and high school, including aims, place, relation to other subjects. Observations and discussions.

Two periods per week for the first quarter.

301-302-303: Design and Freehand Drawing. Study and application of the principles of design thru line, dark and light, color. Some representative drawing.

Two double periods per week for the session.

312-313: Lettering and Poster Making. Principles of design applied to posters and lettering. Study of fine alphabets and the psychology of advertising. Practice in handling reed and steel pens and brushes. Practical application to posters for school and other uses. Designing and printing on linoleum blocks of Christmas and other cards—title pages, inscriptions, and illuminations for school annual.

Two double periods per week for the second and third quarters.

322-323: Costume Design and Illustration. Study of line, dark and light, color applied to costume. Costumes for various occasions—fabric and textile combinations—costumes for av-

erage, extreme and individual types. Some figure drawing and designing of costumes for school festivals.

Two double periods per week for the second and third quarters.

331: Mechanical Drawing. Manipulation and use of drawing instruments, and the making of simple working drawings for problems to be worked out in the shop. How to read a blue print.

Two double periods per week for the first quarter.

332-333: Elementary Woodworking. Handling, use and care of woodworking tools, simple problems in wood. Study of woods and wood finishings.

Two double periods per week for the second and third quarters.

402: History of Art. An appreciative study of painting, sculpture, architecture and design in historical development.

Two periods per week for the second quarter.

403: Analysis of Industries. An analysis of the most important industries, their subdivisions—essential processes and problems of educational value—training required for each, wage returns and opportunities for advancement in each industry with a view to vocational guidance.

Two periods per week for the third quarter.

411-412-413: Design and Freehand Drawing. A continuation of the course begun in the third year, with more attention to creative work and a better technique.

Two double periods per week for the session.

422-423: Home Furnishing. Principles of design and color harmony applied to the home—exterior appearance, artistic and practical—interior arrangement and furnishings, including a study of wall treatments, floors, woodwork, furniture, hangings, textiles, pictures and other decorations.

Two double periods per week for the second and third quarters.

433: Metalworking and Jewelry. Instruction in hammered and raised work—processes in forming bowls, trays, candlesticks, etc.—hard and soft soldering—polishing and finishing of metals. Copper and silver are the metals used with some tin can projects.

Jewelry will include instruction in the making of rings, pins, pendants, bracelets, fobs, and settings of stones. Design of the projects made will be stressed.

Two double periods per week for the first quarter.

441: Clay Modeling and Pottery. Mixing of clay—possibilities of native clays—modeling of tiles and panels, using incised lines and low relief—mould making. Pottery—study of form and proportion—hand-build shapes—decoration—glazing—stocking and firing of kiln. Potteries of U. S.

Two double periods per week for the first quarter.

451: Bookmaking and Mending and Care of Books. The loose-leaf and case cover—books sewed on tapes and other means of sewing books; binding magazines and articles; mending and care of books—study of proportion and design for covers and end sheets—illuminations—study of papers and paper making, and the evolution of the book.

Two double periods per week for the first quarter.

461-462: Advanced Woodworking. Continuation of course begun in the third year, with more advanced problems.

Two double periods per week for the first and second quarters.

MUSIC

The department offers two courses:

(a) A course meant to provide comprehensive training for teachers who teach public school music in the grades.

(b) A course which treats of the professional, historical, literary and æsthetic side of music, and which is intended for those students who wish to become supervisors of public school music.

171-172-173: Teacher's Graded Course. This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually suitable music for the first five grades.

171: Music. This course comprises the work of the first three years in the grades.

Material: Dann, First Year Music; Third Year Music; Manual of Dictation, Book I; Music Writing Book, Number I.

Two periods per week for the first quarter.

172: Music. This course is a continuation of Music 171, and covers the work of the fourth and fifth grades.

Material: Dann, Fourth Year Music; Fifth Year Music; Manual of Dictation, Book II; Music Writing Books, Numbers II and III.

Two periods per week for the second quarter.

173: Music. This course is a continuation of Music 172, and covers the work of the sixth grade.

Material: Dann, Sixth Year Music.

Two periods per week for the third quarter.

The method of presenting the various phases of the work in the grades is taken up when the different subjects are introduced.

182: High School Chorus. In addition to the regular chorus work, students in the Junior III course are given one hour per week for the second quarter in study of chorus work suitable for Junior High School students.

One period per week for the second quarter.

221-222-223: Advanced Music. The following are some of the topics for consideration: Classification of Voices, The School Chorus, the Glee Club, the Quartet, the Trio, the Changing Voice and Methods for Caring for Same, Materials Suitable for High School Purposes, Chorus Conducting, Orchestra Conducting.

Two periods per week for the first, second, and third quarters.

223: Music Appreciation. This course provides a general knowledge of history of Music. The teaching of music appreciation in the grades is studied. A notebook in connection with the course is a requirement.

Two periods per week for the second six weeks of the third quarter.

Fee, 50 cents.

Chorus. Chorus singing is required of all students who can sing.

Material: Ne Collins, Glee and Chorus Book.

One period per week for the session.

Glee Club. The members of the Glee Club are selected by the director.

One period per week for the session.

Senior Quartet. The members of the Quartet are selected from the Glee Club.

One period per week for the session.

Junior Trio. The members of this organization are selected from the Glee Club.

One period per week for the session.

Toward the close of the year a concert is given by the organizations in the department of Music. Preparation for the concert is made in regular class time.

Practice Teaching. Students do practice teaching in Music in the city or rural training schools under the supervision of the department.

DEGREE COURSES

301-302-303: History of Music and Current Events. Outline of Music and Musicians from the earliest musical attempts to the present time. Supplementary reading outlined. The various types of composition are illustrated by the use of the talking machine. A continuous course requiring one year for completion. It is necessary for a student in Music to be familiar with current events.

Material: Stanford and Forsyth, A History of Music; Musical America is used as a text for the study of current events.

Two periods per week for the first, second, and third quarters.

311: Constructive Music. The construction of major, minor, and chromatic scales, tetrachords and key signatures.

Two periods per week for the first quarter.

312: Harmony. Beginning Harmony. Technical names of scale tones, the study of intervals, analysis and location of triads, inversion of triads and cadences.

Material: Tapper, First Year Harmony.

Two periods per week for the second quarter.

313: Advanced Harmony and Melody. A continuation of the study of harmony and work in original composition.

Material: Tapper, Second Year Harmony.

Two periods per week for the third quarter.

321-322: Sight Reading I-II. This course includes an intensive study from the supervisor's standpoint of the music for the primary and grammar grades.

Two periods per week for the first and second quarters.

323: Practice Teaching. Each student is required to teach

the subject-matter of the first six grades.

Two periods per week for the third quarter.

331: Primary Methods. Special attention is given to kindergarten and primary music, including general routine of daily lessons in the first three grades.

Two periods per week for the first quarter.

332: Grammar Methods. Special attention is given to the presentation of the work in the fourth, fifth, and sixth grades.

Two periods per week for the second quarter.

333: High School Music. Intensive study of part singing, a practical course.

Two periods per week for the third quarter.

401: High School Methods. This course is planned to present the various phases of high school music work.

Two periods per week for the first quarter.

402-403: Appreciation. The object of the course is to give careful consideration to the teaching of musical appreciation through the grades and high school; the work begins with the first grade.

Two periods per week for the second and third quarters.

411-412: Advanced Sight Reading, I-II. This course is a continuation of the sight reading course of the first professional year.

Two periods per week for the first and second quarters.

413: Practice Teaching. Each student is required to teach the subject-matter outlined for the high school.

Two periods per week for the third quarter.

421: Accompanying. Each student is given opportunity in this course to do different phases of accompanying.

Two periods per week for the first quarter.

422-423: Voice Training. Class-wise instruction in voice training, leading to efficient solo work.

Two periods per week for the second and third quarters.

431-432: School Entertainments. The study of practical programs for all occasions from grade one through the high school.

Two periods per week for the first and second quarters.

433: Conducting. The special teacher of music should have the ability to conduct a chorus or orchestra in the classroom or at a public performance, and instruction along this line is offered, including practice in conducting.

Two periods per week for the third quarter.

A student who enters the third year professional course must have had three years' work in piano; in other words, the student must be able to play with ease, the type of music used for high school purposes. However, under certain conditions, some of the piano work may be made up after entrance. The student must have an acceptable singing voice and the ability to write and speak the English language correctly.

All students who play an instrument of the symphony orchestra are urged to bring their instruments and report to the head of the department.

PIANO

The entire work is based upon the Progressive Series of Piano Lessons, edited by such international authorities as Leopold Godowsky, Josef Hoffman, Emil Sauer, Edgar Stillman Kelley, and others. The Progressive Series of Piano Lessons covers the fundamental principles of the theory of music and piano-playing in a thoroughly correlated manner, and is the text on which the work is operated.

Graduates in this department are credited with work done here, and admitted to advanced standing in the leading conservatories and universities of the country. Since Progressive Series teachers are required to meet certain standards, the pupils of such teachers in the State will be credited in this institution with the work done under them.

101-102-103: The scope of the work for the first year is as follows: the first eighteen theory lessons of the Progressive Series, major scales, ear training, technical exercises and studies and compositions, one of which is to be memorized during the year.

201-202-203: The second-year requirements in piano are as follows: the second eighteen theory lessons, major and minor scales, ear training continued, technical exercises and studies and compositions, two of which must be memorized during the year.

301-302-303: The third-year requirements are the third eighteen theory lessons, all major, minor and chromatic scales, ear

training, sight reading, memorizing, studies and compositions.

401-402-403: The fourth-year requirements include the fourth group of theory lessons, all major, minor, and chromatic scales, arpeggios, ear training, sight reading, transposition, polyphony and compositions in larger form. The memory work includes one sonata.

The work in theory includes notation, history, harmony, and form and analysis. The application of the theory to the practical work is accomplished through ear training, sight reading, transposition, memorizing, and interpretation. Students who have completed the four years of piano work may return for post-graduate work in collegiate grades.

HEALTH EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) To correct in so far as possible faults of posture and physical defects; (3) To acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

101: *Songs and Games, Stories and Rhythmic Plays.* In the Junior year the work is almost entirely practical, although time is taken to study and discuss the value of games, plays and exercises in the natural order of progression from Primary Grades to Junior High School. During the first quarter the work consists of story plays, singing games, rhythmic plays, simple ring games and management of primary grades on schoolroom floor and playground. Seasonal and occupational story games and plays. Lessons are planned and taught. A notebook is required.

Texts: Bancroft, *Games for the Playground, Home, School and Gymnasium.* Stecher, *Rhythmic Action, Plays and Games.* State Course of Study in Physical Education, etc.

Three periods per week for the first quarter.

102: *Physical Education.* This quarter is devoted to Physical Education suitable for grammar grades. Swedish Exercises are introduced, simple folk dances, competition games for schoolroom and playground, marching, some light and heavy apparatus work, adaption of games to teaching other subjects and athletics

suitable for grammar grades. Posture tests. Lessons are planned and taught. A notebook is required.

Texts: Bancroft, Games for the Playground, Home, School and Gymnasium; Crompton, Folk Dances; Burchenal, Folk Dances; Hill, Swedish Exercises.

Three periods per week for the second quarter.

103: *Physical Education. Athletics.* This course is intended for High School Work. Formal floor work, athletics, folk dances, field and track work, relief and recreational exercises, higher forms of class management on floor and playground, more difficult types of Swedish Lessons, marching tactics, light and heavy apparatus. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

PRIMARY GROUP

201-202-203: In the Senior Year the point of view changes, and physical education is studied from a professional standpoint. Floor work is required, but time is taken to discuss the advantages of the exercises, their aim, order, and progression. Material and methods are given the student which will be practical for their own teaching.

201-202: *Educational Gymnastics.* The subject is viewed as to the physical and educational effects. The need of more freedom and recreation in the schoolroom is stressed. Rules for conducting recreation in the room, quiet games, etc. Rules for sitting, rising, and class management. Special Holiday and seasonal plays for primary grades. Lessons planned and taught. Notebook required.

Texts: Skarstrom, Educational Gymnastics; Bancroft, Physical Education in the Primary Grades.

Two periods per week for the first or second quarter.

203: *Educational Gymnastics.* Continuation of study of educational gymnastics. Playground work, including the construction of playgrounds and playground apparatus suitable for small children. Combining physical education with other subjects. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Two periods per week for the third quarter.

GRAMMAR GRADE GROUP

211-212: Educational Gymnastics. Plays and games. Higher forms of class management than primary grades. Changing and separating according to height and necessary floor space. Value and effect of Swedish free-hand exercises according to age and group. Value of organized games. Selection of easy folk dances, games for schoolroom and playground. Lessons planned and taught. Notebook required.

Text: Skarstrom, Educational Gymnastics.

Two periods per week for the first or second quarter.

213: Educational Gymnastics and Games. Continuation of above outlined work with introduction of light and heavy apparatus, especially light apparatus that can be used in the schoolroom. Selection of Swedish exercises and athletics for grades. Planning of exhibitions, festivals, and field day. Lessons planned and taught. Notebook required.

Text: Same as above.

Two periods per week for the third quarter.

HIGH SCHOOL GROUP

221-222: Educational Gymnastics and Athletics. In this course the needs of athletics in high schools forms the basis for study. Athletics and athletic tests and records for boys and girls are studied. Floor work is required. In addition to formal floor work, the types and progression of gymnastics for high school use are studied. Light and heavy apparatus, construction of balance beams, horizontal bars, hurdles, and other playground apparatus. Lessons planned and taught. Notebook is required.

Texts: Skarstrom, Educational Gymnastics; Posse, Special Kinesiology.

Two periods per week for the first or second quarter.

223: Educational Gymnastics and Athletics. Students are given opportunity to observe and try out methods. Seniors conduct badge contest, including program, etc. Standing and running broad jump, running high jump for form, making of running track and jumping pit, etc. Pageants, exhibitions, etc., suitable for High School. Notebook required.

Texts: Same as above.

Two periods per week for the third quarter.

231-232: Hygiene and Physical Inspection. The emphasis upon the principles of hygiene and sanitation is of interest to the

teacher in the school, the home, and the community. The human body and its functions. The personal life in diet, sleep, exercise, and fatigue; the growing child in the schoolroom; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; physical inspection, communicable diseases and their control; preventive medicine and first aid are among the topics treated. The broader aspects of the teacher in the community, and community health and sanitation are also considered. Constant reference is made to texts on various subjects treated in the classroom. Pamphlets from the State Board of Health.

Three periods per week for the first or second quarter.

The work of the first quarter is repeated for the non-teaching seniors in the second quarter.

DEGREE COURSES

The first year is devoted to standard fundamental training, developing physical soundness and proficiency, bringing out personality and poise, establishing the habit of successful productive study and work, and laying a professional foundation. The physical improvement of the student is expected to be of a high order. The first year is the year of personal development.

301-302-303: Physical Education and Supervision. A thoroughgoing course in the theory and practice of recreational service to a community. The playground unit and its various types and affiliations with school, church, park, factory, and independent municipal organizations. Community Center problems, management, accessory entertainments, social evening games, chaperonage and discipline. Pageant and Festival for school, church and community. Noon recreation and free intervals, etc. Practical work is to be done in this course. Notebook kept.

Two hours per week during the third year.

Students majoring in Group "A" elective may substitute for this course music or chemistry.

311-312: Anatomy. A fundamental course, designed to give a thorough acquaintance with the structure of the body, and a detailed knowledge of the structure and organs which are of especial concern to the physical trainer. Hence, the heart, circulation, digestive organs, the skeleton, joints, ligaments and muscles will receive special consideration. Charts and models, etc., will be used. A notebook is required.

Gray's Anatomy is used for reference.

Three periods per week for the first two quarters.

321-322: Physiology and Hygiene. A course on the working and function of the human body, with particular reference to the relationship of the various body processes to muscular exercise, respiration, digestion, circulation, metabolism, the nervous system, organs of secretion and excretion. Personal, school, and industrial hygiene.

Text-book: Huxley's Physiology.

Two periods per week for the first two quarters.

333: Special Kinesiology. A study of the movements of the various individual muscles and muscular groups; their single and combined action; concentric, eccentric and static contraction; the application of Kinesiology to the theoretical physical educational considerations and to everyday gymnastic and athletic practice. The course is a treatise on the mechanics, effects, and classification of special exercises.

Text-book: Special Kinesiology of Educational Gymnastics. Posse.

Three periods per week for the last quarter.

343: History of Physical Education. A study of the origin, relation of the purposes, ideals and modes of Physical Training, and the physical life of the ancient, mediæval, and modern periods. The influence of various social and political forces upon physical training in the past and present. No text-book. Note-book is required. Reference books used.

Two periods per week for the last quarter.

351-352-353: Practical Work. Fundamental training of the students in commands, accuracy, co-ordination, alertness, and precision; class formations for various conditions; posture tests, and individual corrective work. Free-hand and hand apparatus wands, dumb-bells, Indian clubs, simple movements for accuracy and inhibition, grace and isolation. The recreational side of games, dance, singing games, embracing particularly folk dances and games for elementary schools. Simple group and individual games, running and throwing games, Swedish Gymnastics and simple apparatus work. Fundamental preparation in the use of the Swedish System. Competitive field and track athletic events and athletic games. Running for form and speed, the

start and the finish, relay start, hurdling, the broad and high jump. Shot-putting for form. Basket-ball, indoor baseball, volley-ball, etc.

Three periods per week for the first, second, and third quarters.

401-402-403: Educational and Corrective Gymnastics. The meaning, purposes, and message of physical education defined. The physiology and psychology of different exercises. A study of the active and passive exercises, localization and regulation, good posture, the theory of commands, class and floor formation, physical education and mental development, underlying neuronie factors, alertness, precision, discipline, and the Swedish method. Practical massage to be included also.

Text-books: Skarstrom, *Gymnastic Teaching*. Emil Rath, *Gymnastic Teaching*.

Two periods per week for three quarters.

411: Physical Diagnosis and Anthropometry. The purpose of physical examination and measurement, equipment needed, records, history cards. A study of characteristics, and tendencies to disease of different ages—infancy, early childhood, pre-pubertal, adolescence, early adult, adult and old age. No text-books used, but notebook required.

Two periods per week for the first quarter.

412: Playground Work, Pageants, Etc. Playground management and supervision, standard plans for construction and equipment, community center. National, local, and seasonal pageantry; costuming, use of music and song. Subject-matter of plays and games. The recess, organization, its place in the school, relation to classroom games. No text-book, but notebook required.

Two periods per week for the second quarter.

413: Systems and Organization. The organization and management of athletic associations and teams, advertising, tickets and admission to games, collection of receipts, programs. The physical director's office, keeping records, attendance, credits for class work of various kinds, absences, excuses; athletic individual records, athletic class records, point systems, official rules. Notebook required.

One period per week for the third quarter.

421-422-423: Practical Work. A continuation of folk dances, interpretive dancing. The dance in its relation to life, experiences and emotions. The dance as a description of events, advanced gymnastics, both Swedish and German, free-hand and heavy, drills, the use of bounding balls, rings and poles. Athletics and coaching, basket-ball tactics, acting as officials, practice in preparation for an athletic meet, badge contests.

Four periods for the first and second quarters, and three periods for the third quarter.

433: Practice Teaching. Students are given opportunity to do practice teaching in the practical work of their specialty. So far as possible an opportunity is offered for handling the various types of physical activity that the teacher or supervisor would be called on to direct.

Two periods per week for the third quarter.

COMMERCIAL EDUCATION

The purpose of the courses in Commercial Education is to train teachers of commercial subjects. It includes not only subject-matter and business training, supplemented by practical business experience, but also courses in methods of teaching commercial subjects in the high school and practice teaching.

101-102-103: Bookkeeping. The basic principles of bookkeeping which are of universal application are presented and emphasized by concrete drill. The subject-matter includes theories of debits and credits; classification of accounts; the simpler problems of balance sheet and income statement; controlling accounts, and handling of sales and purchases. The aim of this course is not merely the recording of data, but to so present the subject of bookkeeping that it will assist the student to interpret correctly the problems met in the business world.

Two periods per week for the first quarter.

Four periods per week for the second and third quarters.

111-112-113: Shorthand. Gregg Shorthand. Completion of the principles of the system as outlined in the Manual and Gregg Speed Studies to Lesson XXI. Minimum requirement for promotion is the ability to write from dictation at the time of 60 words per minute.

Four periods per week for the session.

121-122-123: Typewriting. The first quarter of the typewriting course is devoted to the development of the proper tech-

nique and a thorough mastery of the keyboard. During the second and third quarters accuracy and speed tests are given each week and the following subjects are studied and practiced: the different parts and the various arrangements of business letters, the making of carbon copies, the commercial abbreviations, addressing envelopes, centering of titles and tabulating.

Four periods per week for the session.

203: Commercial Education. This course presents to the students a critical study of the subject of commercial education from an enlarged viewpoint and the special problems involved in its administration. The following are among the topics discussed: analysis of community needs, community surveys, history and organization of commercial education, types of commercial schools, proper equipment of the commercial teacher, curriculum suited to types of schools, commercial education as vocational education, vocational guidance, placement and follow-up work, and the most common vocational tests and scales.

Two periods per week for the third quarter.

211-212: Bookkeeping. A study of the corporation and its related problems, including the conversion of a partnership into a corporation. Ample laboratory practice is provided.

Prerequisite: Bookkeeping 101-102-103.

Three periods per week for the first quarter.

Two periods per week for the second quarter. (6 weeks.)

213: Elements of Accounts. A brief course dealing with the technique and science of accounting including a discussion of the underlying principles with particular reference to the current terms of accounting. The aim of this course is to stimulate an interest in the larger problems of business.

Two periods per week for the third quarter.

221-222-223: Shorthand. The aim of this course is to develop the shorthand speed of the student. Special attention is given to phrasing and rapid execution of word signs. The requirement for graduation is at least one hundred words a minute.

Prerequisite: A thorough knowledge of the principles of Gregg System.

Four periods per week for the first and third quarters.

Five periods per week for the second quarter.

231-232-233: Typewriting. An hour each day is given to the

transcription of shorthand notes. The minimum requirement for graduation is the ability to copy new matter at not less than forty-five words per minute net for fifteen minutes.

Prerequisite: Typewriting 121-122-123.

Three periods per week for the first and third quarters.

Five periods per week for the second quarter.

221: Office Training. This course aims to give the equivalent of actual experience in the regular business office, and to familiarize the student with the details of office work. Instruction is given in the preparation of incoming and outgoing mail, the taking of dictation, handling of telephone and office reference books, writing telegrams, cablegrams, commercial and remittance forms, filing, cataloguing, the cutting of stencils, and the operation of the mimeograph, adding machine, addressograph, and other modern office appliances.

Three periods per week for the first quarter.

242: Office Training. Through the co-operation of the business men in the city of Fredericksburg, an opportunity is given to the students to obtain practical experience in the business offices of the city under the supervision of the commercial teacher-training department.

Prerequisite: Satisfactory completion of Office Training 241.

Eight periods per week for the second quarter.

251: Principles of Teaching Commercial Subjects. The aim of this course is to apply pedagogical and psychological principles to the teaching of Shorthand, Typewriting, Bookkeeping, Business Arithmetic, Business English, Commercial Law, and Commercial Geography. Instruction includes lectures and model lessons, and assignments of lesson plans and special topics for investigation and discussion. During the second quarter six weeks of practice teaching is given.

Three periods per week for the first quarter.

261-262-263: Shorthand Practice. Continuation of Shorthand 221-222-223. This course is primarily to develop speed by using "Expert Speed Studies," court testimony, and difficult business letters. Special attention is paid to reports of speeches.

Time, same as 221-222-223.

271-272-273: Accounting. The emphasis of this course is placed upon the nature and classification of accounts with spe-

cial reference to the problems of valuation, depreciation, surplus and reserves, profits and manufacturing costs. The principles of accounting are supplemented with ample laboratory practice.

Three periods per week for the session.

281: Business Law. An inductive study of the legal principles underlying the contractual relations of business dealings. The broad basis of law and its need in the social and economic scheme of things is followed by a study of the more technical principles involved in the laws concerning contracts, selling of goods, instruments of credits, bailment, agency, employer's liability, partnerships, corporations, ownership of real estate, and the rights and obligations of quasi public organizations (railroads, express companies, insurance, hotels, etc). The Case method is used.

Five periods per week for the first quarter.

DEGREE COURSES

301-302-303: Accounting. See Accounting 271-272-273.

311-312-313: Shorthand Practice. See Shorthand 261-262-263.

401: Business Organization and Management. This course is a brief survey of modern methods of efficient organization, including the study of organization charts, methods of financing an enterprise, selecting a site, purchasing, selling and advertising, problems of management, wages, hours, sanitation, welfare, etc. Frequent class discussions are based upon required readings in current literature and periodicals.

Three periods per week for the first quarter.

402: Money and Banking. This course aims to give the student a knowledge of the principle forms of money and credit in current use, and the fundamental principles of banking. A study of the various forms of banking institutions is included.

Three periods per week for the second quarter.

403: Labor Problems. A study of the present relations between capital and labor; the factory system; collective bargaining; strikes; methods of settling industrial disputes; labor legislation, etc. An extended investigation of some phase of the labor question is required of each student.

Three periods per week for the third quarter.

421: Principles of Advertising. This is a study of advertising in its relation to modern business activities. It includes a general survey of the various departments of advertising work, including the most important principles entering into the writing of copy, with practice in their application together with analysis of typical illustrative specimens. Various kinds of marketing problems are also studied from the advertising standpoint and copy constructed to fit the requirements. Special attention is given to newspapers, magazines, and other media of advertising.

Three hours per week for the first quarter.

422: Psychology of Advertising and Selling. The purpose of this course is to present the fundamental psychological laws that affect an advertising appeal, together with sufficient illustration and application to make their use practicable. These laws are tested by laboratory experiments in order that the student may measure in advance the value of various factors entering into an advertising appeal.

Two hours per week for the second quarter.

423: Advertising Art. This course includes the study of color, form and line as a language of expression directly applied to advertising. It establishes principles and applies these to newspaper and magazine advertisements, street car cards, catalogue covers, etc. Lettering and preparation of layouts is required of each student.

Two hours per week for the third quarter.

411: Secretarial Methods. This is an advanced course and aims to familiarize the students with the particular duties of the secretary. Especial attention is paid to the application of the principles of standardization to office work, and the elements involved in successful office management. This course is followed by practical application of these principles in a business office.

Three hours per week for the first quarter.

412-413: Business Practice. Actual business experience under supervision of the commercial teacher-training department in business offices in Fredericksburg. Opportunity is given to each student to work in two different types of business offices.

Eight hours per week for the second and third quarters.

Class of 1921-22—Seniors

Senior I

Berry, Olive H.
Bobbitt, Indy
Brockley, Florence
English, Lena R.
Guy, Ruth A.
Hannah, Mason
King, Lavelle
Landon, Elizabeth
Lewis, Frances

Massey, Mary S.
Massey, Lucille
McKenney, Dwight
Robertson, Virginia
Powers, Kathleen
Ulman, Rose L.
White, Charlotte
Willis, Mrs. Beryl B.

Senior II

Broadus, Effie F.
Broadus, Eleanor
Davis, Lucy M.
Ferris, Ruth
Fitzhugh, Lucy
Freeman, Lucye Mae

Lewis, Leah A.
Pepmeier, Anita
Sisson, Hazel
Waring, Myrtle
White, Margaret

Senior III

Corbin, Rebie
Faulconer, Betty
Fisher, Sue E.
Gill, Mary Louise
Jones, Mary Newman
McNair, Mary Lee

McKenney, Lucy
Peirce, Alice Clark
Stuart, Olive
Whittaker, Florence
Wright, Edna

Senior IV

Blanton, Louise
Boxley, Gladys M.
Broadus, Lucille
Davis, Marie
Dew, Ellen Byrd
Finney, Gladys
Glascok, Meta

Hammerly, Jesse, (Grad. Wk.)
Johnson, Iva Byrd
Spindle, Peachey
Todd, Mary
Wheeler, Marye
Wheeler, Myrtle
Whitmire, Ada

Senior V

Biscoe, Myrtle H.
Bott, Margaret
Carpenter, Dorothy M.
Coates, Molly Emiley
Cutler, Blanche
Dickerson, Dorothy
Lightner, Mary E.

Long, Bessie L.
Oliver, Belle
Pierce, Janet
Rowzie, Fannie
Saville, Josephine (Degree)
Schwetz, Belle

Register of Professional Students

1921-22

STUDENT	POST OFFICE	COUNTY
Adams, Dorothy	Savedge	Prince George
Ashburn, Florence	Gonyon	Northumberland
Banner, Lucy	Mathews	Mathews
Barney, Josephine	Fredericksburg	Spotsylvania
Barnum, Mildred	Fredericksburg	Spotsylvania
Beazley, Roy	Somerset	Orange
Belote, Louise	Onancock	Accomac
Belote, Kathryn	Melfa	Accomac
Berry, Olive	Fredericksburg	Spotsylvania
Biscoe, Myrtle H.	Fredericksburg	Spotsylvania
Bivens, Willie	Wingate, North Carolina	
Bland, Marjorie	Plain View	King and Queen
Bland, Mary Coral	Hendersonville, North Carolina	
Blanton, Louise	McDuff	Caroline
Bobbitt, Indy F.	Palmer Springs	Mecklenburg
Bobbitt, Mary	Palmer Springs	Mecklenburg
Boggs, Margaret	Melfa	Accomac
Bond, Katherine	Fredericksburg	Spotsylvania
Boston, Virginia	Clifton Forge	Alleghany
Bott, Margaret	Painter	Accomac
Boxley, Gladys	Frederick Hall	Louisa
Boyle, Ilva	Acorn	Northumberland
Briscoe, Mary	Suffolk	Nansemond
Broadus, Lucille	Smoots	Caroline
Broadus, Effie	Newtown	King and Queen
Broadus, Eleanor	Newtown	King and Queen
Broadus, Phoebe	Smoots	Caroline
Brockley, Florence	Hampton	Elizabeth City
Brown, Cecily	The Plains	Fauquier
Brown, Roberta	Schley	Gloucester
Bullock, Louise	Woodford	Caroline
Burroughs, Marguerite	Motorun	Mathews
Campbell, Mabel	Denbigh	Warwick
Carpenter, Dorothy	Alexandria	Arlington
Carter, Imogene	Fredericksburg	Spotsylvania
Clarke, Gazelle	Lively	Lancaster
Clarke, Anne	Phoebus	Elizabeth City
Clynes, Catherine	Phoebus	Elizabeth City
Coates, Molly E.	Oak Grove	Westmoreland
Coffman, Clara	Clifton Forge	Alleghany
Collier, Jack	Hampton	Elizabeth City
Corbin, Rebbe	Fredericksburg	Spotsylvania
Cosby, Pauline V.	Powhatan	Powhatan
Cotten, Elizabeth	Gilmerton	Norfolk
Cox, Eliza Bland	Alexandria	Arlington
Crockett, Pauline	Hampton	Elizabeth City
Curtis, Viola	Fredericksburg	Spotsylvania

STUDENT	POST OFFICE	COUNTY
Cutler, Blanche	Paw Paw, Michigan	
Dalton, Josephine	Fredericksburg	Spotsylvania
Davis, Mabel	Richmond	Henrico
Davis, Marie	Richmond	Henrico
Davis, Lucy M.	Agnewville	Prince William
Dunnington, Louise	Bowling Green	Caroline
Davidson, Mildred	Hampton Place	Norfolk
Dennis, Elsie	Mathews	Mathews
Dew, Ellen Byrd	Woodford	Caroline
Dickerson, Dorothy	Partlow	Spotsylvania
Disharoon, Marjorie	Eastville	Northampton
Doggett, Eleanor	Crawfordsville, Ga.	
Duff, Maude	Ruckersville	Greene
Eckenrode, Frances	Fredericksburg	Spotsylvania
Elam, Janie	Baskerville	Mecklenberg
English, Lena R.	Acorn	Westmoreland
Faragher, Helen	Olean, N. Y.	
Faragher, Kathryn	Olean, N. Y.	
Faulconer, Betty	Tappahannock	Essex
Faust, Roy	Christianburg	Floyd
Ferris, Ruth	Holdcroft	Charles City
Fewell, Helen M.	Warrenton	Fauquier
Finney, Gladys	Logan	Spotsylvania
Fisher, Sue E.	Franktown	Northampton
Fitzhugh, Lucy	Owens	King George
Fogg, Annie Brooke	Owenton	King and Queen
Fosque, Frances H.	Wachapreague	Accomac
Fraughnaugh, Louise	Smoots	Caroline
Freeman, Lucye Mae	Penola	Caroline
Gayle, Elizabeth	Mobjack	Mathews
Gill, Mary Louise	Bowling Green	Caroline
Glascock, Meta	Alexandria	Arlington
Goldstein, Edith	Portsmouth	Norfolk
Goodman, Dorothy	Portsmouth	Norfolk
Goodman, Jennie	Portsmouth	Norfolk
Gouldman, Lottie	Fredericksburg	Spotsylvania
Gouldman, Ruth	Fredericksburg	Spotsylvania
Gray, Gladys	Woodford	Caroline
Guy, Ruth	Cape Charles	Northampton
Guy, Hilda	Hampton	Elizabeth City
Hammerly, Jesse	Leesburg	Loudoun
Hannah, Mason	Lawrenceville	Brunswick
Harrison, Page	Edlow	Prince George
Hart, Helen	Fredericksburg	Spotsylvania
Harvey, Ettie K.	Lynchburg	Campbell
Haskins, Eliza	Buckingham	Buckingham
Hawes, Lucille	Lynchburg	Campbell
Haynie, Gladys	Alfonso	Lancaster
Henshaw, Mary	Lent	Caroline
Hicks, Bess	Lawrenceville	Brunswick
Hollins, Myrtle	Hopeful	Louisa
Holman, Evelyn	Lee	Goochland
Holtzclaw, Louise	Hampton	Elizabeth City
Houchins, Janie	West View	Goochland

STUDENT	POST OFFICE	COUNTY
Houston, Lucy Lawson	Alexandria	Arlington
Hoxie, Eleanor	Hampton	Elizabeth City
Hutchinson, Annie	Hanover	King William
Jackson, Emily	Montross	Westmoreland
Jackson, Virginia	Richmond	Henrico
James, Jessie	Richmond	Henrico
Jenkins, Gussie	Nethers	Madison
Jenkins, Laura	Nuttsville	Lancaster
Johnson, Iva Byrd	Woodford	Caroline
Johnson, June E.	Hampton	Elizabeth City
Jones, Mary Newman	Ashland	Hanover
Jones, Leah C.	Edwardsville	Northumberland
Jones, Mabel Mae	Brock Road	Spotsylvania
Jones, Mary Lee F.	Gloucester	Gloucester
Jones, Sallie	Painter	Accomac
Jones, Dessie I.	St. Martin, Maryland	
Kaplan, Jennie	Portsmouth	Norfolk
King, Mabel	Fredericksburg	Spotsylvania
King, Lavelle	Suffolk	Nansemond
Kline, Geneva	North Emporia	Greensville
Landon, Elizabeth	Hampton	Elizabeth City
Larkin, Mildred	Hampton	Elizabeth City
Lerch, Virginia	Norfolk	Norfolk
Lewis, Frances	Village	Northumberland
Lewis, Leah	Village	Northumberland
Lightner, Mary E.	Falmouth	Stafford
Long, Bessie L.	Charlottesville	Albemarle
McNair, Mary Lee	Blackstone	Nottoway
Maakestad, Rachel	Norge	James City
Massell, Sadie	Newport News	Warwick
Massey, Mary Stewart	Post Oak	Spotsylvania
Massey, Lucille	Post Oak	Spotsylvania
McKenney, Lucy	Montross	Westmoreland
McKenney, Dwight	Village	Northumberland
McGeorge, Virginia	Globe	King William
Miller, Betty Teel	Free Union	Albemarle
Miller, Bluma	Portsmouth	Norfolk
Morgan, Anna	Warsaw	Richmond
Morrow, May	Hendersonville, North Carolina	
Moss, Merle	Irwin	Louisa
Murphy, Elizabeth	Lynchburg	Campbell
Murray, Anne	Hampton	Elizabeth City
Nash, Virginia	Fredericksburg	Spotsylvania
Northam, Anna	Mappsville	Accomac
Oliver, Eva Lewis	Hampden-Sidney	Prince Edward
Oliver, Belle A.	Suffolk	Nansemond
Outcalt, Helen	Alexandria	Arlington
Parker, Catherine	Alexandria	Arlington
Parr, Olive	Supply	Essex
Peacock, Agnes	Norfolk	Norfolk
Pierce, Alice Clarke	Nuttsville	Lancaster
Pierce, Janet	Fredericksburg	Spotsylvania
Pepmeier, Anita	Corbin	Caroline
Powers, Kathleen	Williamsburg	York

STUDENT	POST OFFICE	COUNTY
Proutt, Eleanor	McKendree, Maryland	
Ralph, Blanche	Keller	Accomac
Ralph, Lillie	Keller	Accomac
Read, Lorna	Catlett	Fauquier
Rennolds, Katherine	Bumpass	Louisa
Rison, Eloise	Rison, Maryland	
Roberts, Grace D.	Blackstone	Nottoway
Robertson, Virginia	Blackstone	Nottoway
Robinson, Ida	Reager	Rappahannock
Rowe, Adelaide	Fredericksburg	Spotsylvania
Rowzie, Fannie B.	Potomac	Arlington
Saville, Josephine	Murat	Rockbridge
Schwetz, Belle R.	Portsmouth	Norfolk
Schultze, Marjorie	Victoria	Lunenburg
Seward, Sarah	Elberon	Surry
Shumadine, Dorothy	Norfolk	Norfolk
Sibley, Mary	Mathews	Mathews
Simpson, Dorothy	Monroe, North Carolina	
Sinclair, Indy Lowry	Naxera	Gloucester
Sinclair, Emily Mallory	Naxera	Gloucester
Sisson, Hazel	Templemans	Westmoreland
Smither, Frances	Washington, D. C.	
Spencer, Elizabeth	Norfolk	Norfolk
Spindle, Peachey	Hustle	Essex
Staples, Sallie	Roanoke	Roanoke
Stuart, Olive V.	Hampton	Elizabeth City
Tennis, Virginia	Hampton	Elizabeth City
Thompson, Mabel	Ashland	Hanover
Thomas, Bernice	Oxford, North Carolina	
Todd, Mary	Hampton	Elizabeth City
Ulman, Rose L.	Fredericksburg	Spotsylvania
Vanderof, Dorothy	Richmond	Henrico
Vaughan, Theresa	Mica	Caroline
Vaughan, Myra	Suffolk	Nansemond
Waring, Myrtle	Dunnsville	Essex
Warner, Esther	Warsaw	Richmond
Washington, Katherine	Woodford	Caroline
Wheeler, Marye	Falmouth	Stafford
Wheeler, Myrtle	Falmouth	Stafford
Wheeler, Lucille	Newport News	Warwick
Whitbeck, Bertha	Fredericksburg	Spotsylvania
White, Alma	Callao	Northumberland
White, Charlotte	Callao	Northumberland
White, Margaret	Portsmouth	Norfolk
Whiting, Virginia	Hampton	Elizabeth City
Whitmire, Ada	Hendersonville, North Carolina	
Whittaker, Florence	Downings	Richmond
Willis, Mrs. Beryl B.	Fredericksburg	Spotsylvania
Winfree, Jessie	Moseley	Powhatan
Wolf, Irma M.	Alexandria	Arlington
Woolard, Hyland	Emmerton	Richmond
Wright, Edna	Saint Just	Orange

Training School Students

First Year High School

Thelma Allison.....	Fredericksburg
Virginia Clift.....	Stafford
Mary Daffan.....	Stafford
Dorothy Daffan.....	Stafford
Frances DeBruyn.....	Stafford
Lucy Gouldman.....	Fredericksburg
Worly Hall.....	Spotsylvania
Adelaide Herndon.....	Fredericksburg
Francis K. Howard.....	Fredericksburg
Colton Limbrick.....	Spotsylvania
Helen Martin.....	Powhatan
Arthur Meade.....	Spotsylvania
Margaret Monroe.....	Stafford
Mary Lee Mussey.....	Spotsylvania
William Patton.....	Stafford
Margaret Pepmeier.....	Fredericksburg
Lillian Peyton.....	Stafford
James Smither.....	Stafford
J. Orson Stuart.....	Stafford
Claude Truslow.....	Spotsylvania
Madeline Wheeler.....	Stafford
Vernon Winn.....	Stafford
Betty Winn.....	Stafford

Second Year High School

John B. Allison.....	Spotsylvania
Bernice Cable.....	Fredericksburg
Florence Cain.....	Spotsylvania
Mary Chiles.....	Spotsylvania
Esther Cosby.....	Goochland
James Daffan.....	Stafford
Elizabeth Fitzhugh.....	King George
Mary Freeman.....	Fredericksburg
Richard Gaffin.....	Stafford
Elma Hall.....	Stafford
Elizabeth Harrison.....	Fredericksburg
Mary C. Hart.....	Fredericksburg
Stella Lea.....	Pittsylvania
James McWhirt.....	Stafford
Florence Pancoast.....	Stafford
Edith Phillips.....	Fredericksburg

Evening Business School

Arnold, Bessie K.....	Fredericksburg
Beckwith, Brewer M.....	Fredericksburg
Bishop, Vanda.....	Fredericksburg
Bowman, Lavalette.....	Fredericksburg
Boxley, Theodosia.....	Fredericksburg
Burnard, Isabel Robert.....	Fredericksburg
Bushnell, Mrs. Charles L.....	Fredericksburg
Carver, John G.....	Fredericksburg

Carneal, Vernon.....	Fredericksburg
Corbin, Hazel Mae.....	Fredericksburg
Cross, James Harrison.....	Fredericksburg
Davis, Nelson.....	Fredericksburg
Davis, Sarah.....	Fredericksburg
Embrey, Lucy Winn.....	Fredericksburg
Gallant, Dora Olga.....	Fredericksburg
Gayle, Edward Wright.....	Fredericksburg
Gibson, Anne Brooke.....	Fredericksburg
Gouldam, Margaret.....	Fredericksburg
Gouldmann, Nellie M.....	Fredericksburg
Hill, Edward.....	Fredericksburg
Henderson, Vivian Turner.....	Fredericksburg
Jackson, Levis Cleveland.....	Fredericksburg
Layton, Vivian Leonard.....	Fredericksburg
Montgomery, Mrs. Thomas.....	Fredericksburg
O'Donnell, Virginia Griffin.....	Fredericksburg
Payne, Macime A.....	Fredericksburg
Procter, Frances.....	Fredericksburg
Peden, Mrs. Emily W.....	Fredericksburg
Pepmeier, John L.....	Fredericksburg
Robinson, Kathleen.....	Fredericksburg
Rice, William H.....	Fredericksburg
Skinner, Ernest Joseph.....	Fredericksburg
Stone, Hubert Mason.....	Fredericksburg
Stearns, Helen Mae.....	Fredericksburg
Stewart, Sadie G.....	Hemp
Tanner, Grace K.....	Fredericksburg
Truslow, Mark Duff.....	Fredericksburg
White, Anne.....	Fredericksburg
Wright, Nettie.....	Fredericksburg

Elementary Training Schools

Students, numbering 800 in City School and 40 in Rural School, not listed.

Former Graduates

1913

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Bartenstein, Katherine	Teaching	Box 82, Clifton Station, Va.
Billingsley, Elizabeth L.	Mrs. Rhoads Lewis	Lignum, Va.
Broadus, Lottie L.	Teaching	R.F.D. No. 3, Williamsburg, Va.
Chesley, Mary E.	Mrs. Frances Rowe	Fredericksburg, Va.
Chilton, Alice	Mrs. Vivian Chowning	Penniman, Va.
Coleman, Elsie	Teaching	Richmond, Va.
Daniel, Helen L.	Teaching	2804 27th st. N.W. Wash'n, D. C.
Deidrich, Anna E.	Mrs. Jackson	Waverly, Va.
Kennedy, Fannie	Teaching	Mineral, Va.
Kennedy, Lucy	Teaching	Mineral, Va.
Lord, Ruth Helen	Mrs. R. W. Boneslough	Rt. 3, Aurora, Ill.
Lyne, Buford K.	Mrs. Julia Herndon	Fort Worth, Texas
Marye, Nettie C.	Teaching	Newport News, Va.
Nicholas, Annie F.	Teaching	Scottsville, Va.
Nicholas, Margaret M.	Teaching	Scottsville, Va.
Norris, Sallie W.	Teaching	Fredericksburg, Va.
Perry, Ellen P.	Teaching	Richmond, Va.
Raiford, Julia A.	Mrs. W. S. Urquhart	Sedley, Va.
Scrimger, Bertha	Teaching	Cleveland, Ohio.
Taylor, Ethel	Teaching	Newport News, Va.
Willis, Virginia Isabel	Mrs. Hansford Rowe	Richmond, Va.
Wilson, Gay Vaughan	Mrs. Edward S. Currie	China
Wortham, Mary I.	Teaching	Chase City, Va.

1914

Ashley, Beatrice L.	Mrs. R. H. Walker	Madison, Va.
Deierhoi, Mary C.	Teaching	Highland Springs, Va.
Finney, Alice L.	Teaching	Franktown, Va.
Garth, Jane L.	Teaching	Roanoke, Va.
Graves, Jean F.	Married	Lynchburg, Va.
Graves, Julia	Married	
Hill, Flora M.	Teaching	Atlee, Va.
Lankford, Emma	Mrs. Julian Scott	Franktown, Va.
Mastin, Graham	Clerical Position	South Richmond, Va.
Nash, Ethel H.	Teaching	Fredericksburg, Va.
Perrin, Leila M.	Mrs. C. W. Sale (deceased)	
Post, Ruth Anita	Teaching	Cape Charles, Va.
Scott, Annie L.	Mrs. Robert Jones	Cape Charles, Va.
Von Hofsten, Clara L.	Teaching	Chesterfield, Va.
Walker, Susan D.	Teaching	Lynchburg, Va.

1915

Brooking, Jane S.	Teaching	
Barber, Murial D.	Teaching	Pittsburgh, Pa.
Bolen, Virginia	Teaching	Washington, D. C.
Birmingham, Alva	Teaching	Powhatan, Va.
Bradford, Joyce E.	Teaching	Keller, Va.
Broadus, Effie V.	Teaching	Williamsburg, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Burruss, Nannie P.	Teaching	Greenville, S. C.
Carter, Annie E.	Mrs. Annie C. Whitaker	Forest Hill, Md.
Carter, Ruth R.	Teaching	Milford, Va.
Chenery, Elizabeth	Mrs. Laurence Riker	Ashland, Va.
Clarkson, Ruth	Mrs. Eugene Reeves	Mt. Solon, Va.
Coleman, Mary T.	Mrs. E. K. Theimer	Camp Eustis, Va.
Craig, Lillian	Teaching	Roanoke, Va.
Dannehl, M. Theresa	Teaching	Pontiac, Mich.
Detwiler, Beulah M.	Mrs. Jackson	Herndon, Va.
Gardner, Helen C.	Teaching	Apple Grove, Va.
Gibbs, Edna L.	Teaching	Cape Charles, Va.
Gouldman, Sarah	Teaching	Fredericksburg, Va.
Henley, Louise	Mrs. T. M. Jones	Richmond, Va.
Harris, Annie M.	Mrs. John R. Trotter	Salisbury, N. C.
Hiter, Fannie	Teaching	Mica, Va.
Hughes, Martha S.	Teaching	Petersburg, Va.
Harrell, Mary F.	Teaching	Norfolk, Va.
LaCross, Janet M.	Mrs. J. B. Hankin	Hampton, Va.
Lewis, Julia Louise	Teaching	Fredericksburg S.N.S.
Linthicum, Belamar	Teaching	Richmond, Va.
Lynch, Theresa Inez	Mrs. Howard R. Masters	Winchester, Va.
McDonnell, M. E.	Teaching	Spotsylvania Co., Va.
Northrop, Helen M.	Mrs. Chas. Rose	Bronxville, N. Y.
Ninde, Elizabeth R.	Teaching	Richmond, Va.
Parker, Nannie Waller	Business	Richmond, Va.
Pearce, Rachal R.	Deceased	
Riker, Marjorie	Teaching	Petersburg, Va.
Raiford, Alma Lucile	Teaching	Isle of Wight, Va.
Rawlings, Lucile L.	Teaching	Lawrenceville, Va.
Rice, Julia L.	Teaching	Ozeana, Va.
Rice, Charlotte	Mrs. E. C. Pusey	Heathsville, Va.
Russell, Elizabeth	Training for Nurse	New York City
Sayre, Margaret	Teaching	Hampton, Va.
Sacrey, Margaret	Mrs. Ward Freeman	Fredericksburg, Va.
Seay, Rosalie Maude	Teaching	Walkerton, Va.
Tanner, Grace	Teaching	Fredericksburg S. N. S.
Tennis, Norrine		Hampton, Va.
Torbett, Nannie D.	Mrs. Alonzo Kelly	Richlands, Va.
Warren, Alice E.	Teaching	Northampton Co., Va.
Warren, Alice E.	Mrs. Calvin Twiddy	Elizabeth City, N. C.
Wood, Elsie A.	Mrs. Fred M. Rice	Fredericksburg, Va.

1916

Atkinson, Mattie Mae	Teaching	Montgomery, Ala.
Beazley, Grace F.	Teaching	Beaver Dam, Va.
Bruce, Sarah E.	Teaching	Spotsylvania Co., Va.
Cluverius, Ula H.	Teaching	Bristol, Va.
Dowdy, Virginia D.	Home	Cumberland, Va.
Duval, Lucy L.	Teaching	Richmond, Va.
Hammerley, Jessie M.	Student	Fredericksburg S.N.S.
Harrison, Nancy C.	Teaching	Broadnax, Va.
Haynie, Virginia	Teaching	Roseland, Va.
Hess, Caroline W.	Teaching	Williamsburg, Va.
Holleman, Marjorie	Mrs. T. E. Dukes	Nansemond Co., Va.
Hundley, Mae M.	Teaching	Norfolk, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
James, Emily M.	Teaching	City Point, Va.
Jenkins, Genevieve	Mrs. T. N. Prout	Severn, Md.
Lawrence, Charlotte	Teaching	Richmond Co., Va.
Leitch, Mary S.	Teaching	Silver Springs, Md.
Matthews, Lenora L.	Teaching	Brunswick, Va.
Mills, Julia D.	Mrs. Riedel	Seaboard, N. C.
Perrin, Miriam	Mrs. L. E. Kreel	Sheffield, Ala.
Quinn, Emard	Teaching	Henrico Co., Va.
Robertson, Thelma	Teaching	Nansemond, Va.
Renfro, Kate M.	Mrs. E. E. Reynolds	Blythe, Cal.
Rice, Mary B.	Teaching	Bowling Green, Va.
Scott, Bertha W.	Teaching	Richmond, Va.
Shields, Josephine	Mrs. C. C. Cantrell	Roanoke, Va.
Smith, Elizabeth J.	Mrs. Willard Hutchinson	Metuchen, N. J.
Taylor, Ina T.	Mrs. Cecil Powell	Northampton, Va.
Towles, Helen B.	Teaching	Near Washington, D. C.
Travis, Minnie L.	Teaching	Washington, D. C.
Turner, M. Thelma	Mrs. Harry Duval	Richmond, Va.
Ward, Marie Olga	Mrs. H. B. Holmes	Wadsworth, N. Y.
Wright, Laura M.	Mrs. Walter Street	Richmond, Va.

1917

Bailey, Anna C.	Teaching	Montross, Va.
Ballard, Abbie	Stenographic Course	Washington, D. C.
Bargamin, Daisy E.	Mrs. Linwood Kight	Norfolk, Va.
Berry, Effie G.	Teaching	Cape Charles, Va.
Biscoe, Mamie L.	Teaching	Annapolis, Md.
Boggs, Lucile H.	Navy	Washington, D. C.
Bowles, Sadie M.	Teaching	Glen Allen, Va.
Brewington, Maria	Teaching	Irvington, Va.
Broache, Bessie B.	Mrs. Winnie Parker	Walkerton, Va.
Browne, Mabel P.	Teaching	Edinburg, Va.
Brown, Mildred L.	Teaching	Phoebus, Va.
Carter, Elizabeth C.	Business	Washington, D. C.
Carter, Edna E.	Mrs. Edmund Henshaw	Caroline Co., Va.
Coghill, Herminie V.	Teaching	Blackstone, Va.
Connelle, Mary Ball	Home	Senora, Va.
Cralle, Roberta W.	Married	Emmertown, Va.
Dix, Margaret Virginia	Teaching	Irvington, Va.
Ellis, Lyda M.	Mrs. Blythe Brown	Stevensville, Va.
Ellis, Mildred I.	Teaching	Lloyds, Va.
Eubank, Nancy B.	Mrs. Zeb Milton Rea	Matthews, N. C.
Flippen, Leam B. Snow	Mrs. J. B. Haywood	Hopewell, Va.
Finnegan, Elizabeth B.	Teaching	Newport News, Va.
Ford, Ruth I.	Mrs. Allan Burcher	Newport News, Va.
Fox, Carrie C.	Teaching	Ashland, Va.
Goodman, Nannie D.	Teaching	Bristol, Md.
Harwood, Mary Rebecca	Co. Supt.	King George Co., Va.
Herndon, Martha F.	Teaching	Richmond, Va.
Hutcheson, Ilus	Mrs. Chas. Stebbins	Ashland, Va.
James, Anne McGregor	Mrs. G. A. Vaiden	White Stone, Va.
James, Margaret T.	Mrs. Savage	Bellehaven, Va.
Kidd, Mary Tyrold	Teaching	Newtown, Va.
King, Ruth G.	Mrs. H. S. Northington	Suffolk, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
McKann, Elsie W.	Mrs. Robt. E. Burch	Samos, Va.
Messick, Rachel	Mrs. Sam Buchan	White Stone, Va.
Michie, Lillie L.	Mrs. Tom Bedhrandt	Charlottesville, Va.
Millner, Eugenia C.	Teaching	Norfolk, Va.
Moncure, Anne E.	Teaching	Alexandria, Va.
Morton, Edna W.	Teaching	Rockbridge Baths, Va.
Matthews, Viola V.	Teaching	Broadnax, Va.
Nash, Mabel Ada	Teaching	Dendron, Va.
Oliver, Ruth	Mrs. Wm. B. Hines	Vass, N. C.
Payne, Lucy	Mrs. Link	Fredericksburg, Va.
Phippkins, Francis	Teaching	Richlands, Va.
Powell, Ada Pearl	Teaching	Hampton, Va.
Richardson, Mary M.	Teaching	Spotsylvania Co., Va.
Roberts, Blanche W.	Mrs. D. R. Bolen	Clarendon, Va.
Roberts, Lillie F.	Teaching	Alexandria, Va.
Rogers, Corrinne L.	Teaching	Ivor, Va.
Saunders, Gertrude P.	Mrs. H. Russ Storr	Philadelphia, Pa.
Scott, Ina E.	Teaching	Isle of Wight Co., Va.
Shuman, Lois M.	Teaching	Caroline Co., Va.
Smith, Ethel J.	Teaching	Partlows, Va.
Smith, Mary Frances	Teaching	Henrico Co., Va.
Spindle, Josephine C.	Teaching	Alexandria, Va.
Stoneham, Lucy Blanche	Teaching	Molusk, Va.
Vandegrift, Amy E.	Teaching	Norfolk, Va.
White, Gertrude W.	Teaching	Fredericksburg, Va.
White, Margaret I.	Student	Richmond, Va.
Willson, Susie E.	Mrs. W. L. Burke	Richmond, Va.
Woody, Lucile R.	Teaching	Crewe, Va.
Wright, Judith Augusta	Teaching	Jarratt, Va.

1918

Armistead, Ellen Todd	Teaching	Hampton, Va.
Bareford, Alma Myrtis	Mrs. Andrew Brookes	
Bland, Idalia Tyler	Teaching	Newport News, Va.
Blick, Eleanor Carolyn	Mrs. S. A. Harney	Southampton Co., Va.
Brooks, Ila Lynwood	Teaching	
Burke, Genevieve	Teaching	Mathews, Va.
Burke, Mary Ellen	Teaching	Norfolk, Va.
Carmichael, Lucy	Business	Petersburg, Va.
Carter, Nellie Judson	Home	Bowling Green, Va.
Corr, Katherine	Teaching	Arlington, Va.
Cosby, Louise	Deceased	
Dempsey, Hester	Teaching	East Falls Church, Va.
Diggs, Myrtle	Teaching	King and Queen Co., Va.
Digges, Jean	Teaching	Ballston, Va.
Dudley, Natalie	Home	Churchville, Va.
Foster, Mabel	Teaching	Norfolk, Va.
French, Lula	Teaching	Stafford Co., Va.
Harris, Elizabeth	Teaching	Porto Rico
Harrison, Grace	Teaching	Norfolk, Va.
Haught, Angelina	Married	Loudoun, Va.
Hawkins, Margaret	Red Cross Work	Durham, N. C.
Hodgson, Nellie	Teaching	Alexandria, Co., Va.
James, Leila Marie	Home	Belle Haven, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Kay Lottie Neal.....	Teaching.....	Caroline Co., Va.
Lankford, Amelia.....	Teaching.....	Newport News, Va.
Langstun, Aleph.....	Mrs. E. L. Rawles.....	Gates, N. C.
Lett, Lalie.....	Mrs. N. J. Webb.....	Newport News, Va.
McCalley, Jeanette.....	Mrs. H. H. Sharp.....	Emporia, Va.
McCanna, Leila.....	Teaching.....	West Point, Va.
Milbourne, Louise.....	Teaching.....	
Morgan, Fannie May.....	Home.....	Warsaw, Va.
Payne, Lucy.....	Mrs. Link.....	Fredericksburg, Va.
Percifull, Emily.....	Teaching.....	Newport News, Va.
Powers, Isca.....	Teaching.....	Williamsburg, Va.
Rains, Helen.....	Teaching.....	Cherrydale, Va.
Randall, Edmonia Stuart.....	Mrs. R. C. Mathers.....	Alexandria, Va.
Richards, Clara.....	Teaching.....	Hampton, Va.
Saunders, Virginia.....		Richmond, Va.
Sears, Lucy.....	Teaching.....	Norfolk, Va.
Straughan, Garland.....	Teaching.....	Hampton, Va.
Sydnor, Nora Lee.....	Teaching.....	Warsaw, Va.
Tanner, Grace Kinnier.....	Teaching.....	Fredericksburg S. N. S.
Taylor, Vesta.....	Teaching.....	Newport News, Va.
Waller, Lou Ella.....	Teaching.....	Arlington, Va.
White, Mary Bowie.....	Teaching.....	McKenney, Va.

1919

Beazley, Ruby Lee.....	Teaching.....	Norfolk Co., Va.
Billingsley, Adelaide P.....	Mrs. Freeland Mason.....	Colonial Beach, Va.
Brooking, Ruby Maxine.....	Teaching.....	Newtown, Va.
Campbell, Martha Louise.....	Home.....	Denbigh, Va.
Carleton, Elizabeth Browning.....	Teaching.....	Herford, N. C.
Chiles, Avie Belle.....	Teaching.....	Lucketts, Va.
Clarke, Elizabeth Seymour.....	Teaching.....	Newport News, Va.
Cockerille, Georgia Austin.....	Teaching.....	Arlington Co., Va.
Conway, Lucy Gouldin.....	Teaching.....	Bozi, Va.
Daougherty, Doris Langley.....	Teaching.....	Hampton, Va.
DeLano, Charlotte Montague.....	Teaching.....	Reedville, Va.
Dew, Helen Dunbar.....	Teaching.....	Catlett, Va.
Diggs, Francis Ethel.....	Teaching.....	Mathews Co., Va.
Dobyns, Willie Rebecca.....	Teaching.....	Deep Creek, Va.
Downing, Sue Edmonds.....	Teaching.....	Arlington, Va.
Evans, Janie Bagby.....	Teaching.....	Corinth, Va.
Ferguson, Belle Wooding.....	Teaching.....	Glen Allen, Va.
Frazer, Irvarene Jordan.....	Mrs. John P. Harrison.....	Massaponax, Va.
Frazer, Mattie Anderson.....	Mrs. Robert Hines.....	Sanford, Fla.
Frazer, Thelma Harris.....	Teaching.....	Washington, N. C.
Green, Leila Mae.....	Teaching.....	Ashland, Va.
Hess, Margaret.....	Teaching.....	Ashland, Va.
Hootman, Hallie Hazel.....	Teaching.....	Doswell, Va.
Host, Virginia.....	Teaching.....	Newport News, Va.
Hutcheson, Meta Neblett.....	Teaching.....	Crittenden, Va.
Jacobs, Charlotte Elizabeth.....	Teaching.....	Hot Springs, Va.
Kay, Ethel Gordon.....	Teaching.....	Alps, Va.
King, Emma Mae.....	Mrs. C. C. Kincaid.....	Portsmouth, Va.
Kirsner, Hattie.....	Teaching.....	Phoebe, Va.
Latham, Ella Mae.....	Teaching.....	Newport News, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
MacKann, Bessie Hurst.....	Teaching	Wicomico, Va.
Mason, Grace Crozer.....	Teaching	Sycamore, S. C.
Moore, Vivian Lee.....	Teaching	Newport News, Va.
Nicolls, Mabel Reamer.....	At Home	Pungoteague, Va.
Ogburn, Bessie Drue.....	Teaching	Holland, Va.
Omohundro, Mary Gladys.....	Teaching	Montross, Va.
Pearson, Celia Lyon.....	Teaching	Norfolk, Va.
Peirce, Janet Colquhoun.....	Teaching	Nuttsville, Va.
Pierce, Frances Lester.....	Teaching	Barcroft, Va.
Poindexter, Lucy Vaughan.....	Teaching.....	Washington, N. C.
Rice, Seltine Constance.....	Teaching	Heathsville, Va.
Roche, Elizabeth Sutton.....	Mrs. W. S. Gooch, Jr.....	Hampton, Va.
Scrimger, Pearl.....	Teaching	Toledo, Ohio
Thomasson, Mary Elizabeth.....	Teaching	Lawrenceville, Va.
Towles, Annie Alberta.....	Teaching	Lancaster, Va.
Trevett, Emilie Robinson.....	Mrs. L. R. Bowman.....	Glen Allen, Va.
Underhill, Sarah Amanda.....	Teaching	Norfolk, Va.
Warren, Iola Caroline.....	Teaching	Franklin, Va.
Warren, Maude Lynne.....	Teaching	Washington, N. C.
Wilkins, Lucy Virginia.....	Teaching	Arlington Co., Va.
Wood, Grace Margaret.....	Teaching	Arlington Co., Va.
Yates, Carolena Elizabeth.....	Teaching.....	Alexandria, Va.
Young, Jessie Ophelia.....	Teaching	Arlington Co., Va.

1920

Atkinson, Estelle.....	Teaching	Matoaca, Va.
Bass, Josephine.....	Teaching	New Bern, N. C.
Beane, Mildred.....	Teaching	Hampton, Va.
Bland, Anne.....	T'ch'g., c. Supt. Schls.	Newport News, Va.
Bouldin, Jessie.....	Teaching	742 Boissevain Av., Norfolk, Va.
Brizendine, Grace.....	Teaching	Ruther Glen, Va.
Broadus, Elsie.....	Teaching	Fredericksburg, Va.
Bryan, Tucker.....	Teaching	Petersburg, Va.
Chandler, Mildred.....	Teaching	Newport News, Va.
Chapman, Ada.....	Teaching	Newport News, Va.
Chapman, Fannie.....	Teaching	Fredericksburg, Va.
Chewning, Helen.....	Teaching	Ballston, Va.
Comstock, Mabel.....	Teaching	Hopewell, Va.
Crismond, Ruth.....	Teaching	Norfolk, Va.
Dalton, Carolyn.....	Teaching	Fredericksburg, Va.
Daughtery, Doris.....	Teaching	Hampton, Va.
Doughtry, Ethel.....	Teaching	S. Richmond, Va.
Duncan, Julia.....	Teaching.....	Newport News, Va.
Durette, Dorothy.....	Teaching	R.F.D. Fredericksburg, Va.
Eckenrode, Frances.....	Grad. Stud., S. N. S.	Fredericksburg, Va.
Fergusson, Lillie.....	Teaching	Newport News, Va.
Fraser, Kathryn.....	Teaching	Norfolk, Va.
Glenn, Mabel.....	Teaching	Norfolk, Va.
Harmon, Eunice.....	Teaching	Newport News, Va.
Harwood, Louise.....	Teaching	Syringa, Va.
Haynie, Eleanora.....	Teaching	Kilmarnock, Va.
Holman, Maria.....	Student W. & M. College,	Williamsburg, Va.
Holman, Mary.....	Student W. & M. College,	Williamsburg, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Jeffries, Margaret.....	Teaching.....	Ruther Glenn, Va.
Jenkins, Margaret.....	Teaching.....	Montross, Va.
Jones, Ruth.....	Teaching.....	Arlington Co., Va.
Lawson, Marian.....	Teaching.....	Cherrydale, Va.
Leary, Harriett.....	Teaching.....	Sparta, Va.
Lifsey, Laura.....	Teaching.....	Hopewell, Va.
Lokey, Nettie.....	Teaching.....	Fredericksburg, Va.
Luck, Louise.....	Teaching.....	Staunton, Va.
McRae, Elizabeth.....	Teaching.....	Beaver Dam, Va.
Morgan, Gertrude.....	Teaching.....	Cherrydale, Va.
Nicolls, Annie.....	Mrs. Carol Waterfield.....	Pungoteague, Va.
Pitts, Eugenia.....	Teaching.....	Roxboro, N. C.
Poindexter, Rosalie.....	Teaching.....	Washington, N. C.
Preisey, Harriett.....	Teaching.....	Hammanton, N. J.
Renforth, Bethany.....	Teaching.....	Williamsburg, Va.
Robertson, Helen.....	Teaching.....	Staunton, Va.
Rowe, Katherine.....	Teaching.....	Chincoteague, Va.
Saunders, Marie.....	At Home.....	Suffolk, Va.
Swift, Marian.....	Mrs. Sam'l F. Kitchen.....	Yale, Va.
Taylor, Eunice.....	Teaching.....	Newport News, Va.
Tompkins, Fannie.....	Teaching.....	Fredericksburg, Va.
Vincel, Helen.....	Mrs. J. C. Dillard.....	Jacksonville, Fla.
White, Edith.....	Teaching.....	Union Level, Va.
Winstead, Mellie.....	Teaching.....	Callao, Va.
Young, Esther.....	Teaching.....	Frederick Hall, Va.

1921

Bass, Anne Lyell.....	Teaching.....	Clarendon, Va.
Belote, Llewellyn.....	Teaching.....	Hampton, Va.
Bivens, Sarah C.....	Teaching.....	Indian Trail, N. C.
Boxley, Marion J.....	Teaching.....	Fairfax, Va.
Briel, Edna.....	Teaching.....	Richmond, Va.
Burruss, Earlyne.....	Teaching.....	Disputanta, Va.
Bundick, Virginia.....	Teaching.....	Modest Town, Va.
Carmine, Gladys V.....	Teaching.....	Hampton, Va.
Carter, Winnie Davis.....	Teaching.....	Lent, Va.
Clewell, Margaret.....	Teaching.....	Richmond, Va.
Coates, Rubye E.....	Teaching.....	Rectortown, Va.
Coe, Madeline D.....	Teaching.....	Cherrydale, Va.
Cogbill, Virginia.....	Teaching.....	Matoaca, Va.
Cook, Mary.....	Teaching.....	Smoots, Va.
Courtney, Effie.....	Teaching.....	Ino, Va.
Daniel, Margaret J.....	Teaching.....	Wicomico, Va.
Dillard, Virginia.....	Teaching.....	Norfolk, Va.
Downing, Elizabeth.....	Teaching.....	Lottsburg, Va.
Ellis, Thelma.....	Teaching.....	Arlington, Va.
Farinholt, Virginia C.....	Teaching.....	Catlett, Va.
Finney, Earlyne.....	Teaching.....	Montross, Va.
Freeman, Josephine.....	Teaching.....	Hume, Va.
Freeman, Lillian.....	Teaching.....	Poquoson, Va.
Gilliam, Eunice Hart.....	Teaching.....	Winston-Salem, N. C.
Hansford, Lucille.....	Teaching.....	Arlington, Va.
Haynie, Virginia.....	Teaching.....	Richmond, Va.
Hogg, Cornelia.....	Teaching.....	Norfolk, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Hughes, Mattie Mae.....	Teaching	Alexandria, Va.
Jenkins, Blanche.....	Teaching	Arlington Co., Va.
Johnson, Fannie T.....	Teaching	Keysville, Va.
Keffer, Elsie V.....	Teaching	Newport News, Va.
LaCrosse, Claire.....	Teaching	Hampton, Va.
Lankford, Hilda.....	Teaching	Arlington, Va.
Liles, Lillian.....	Teaching	Monroe, Va.
Massoletti, Lillie.....	Teaching	Clarendon, Va.
McCalley, Mattie E.....	Teaching	Stafford C. H., Va.
Merson, Sadie.....	Teaching	Portsmouth, Va.
Mills, Helen Esther.....	Teaching	Marye, Va.
Morrison, Elizabeth A.....	Teaching	Bowling Green, Va.
Moody, Sally.....	Teaching	Mullens, S. C.
Motley, Adelina.....	Teaching	Clarendon, Va.
Orrock, Mollie.....	Teaching	Fredericksburg, Va.
Parramore, Ellen P.....	Teaching	Onancock, Va.
Powers, Gladys E.....	Teaching	Magruder, Va.
Rice, A. Russell.....	Teaching	Wicomico, Va.
Riggins, Dorothy.....	Teaching	Waverly, Va.
Semple, Emily.....	Teaching	Hampton, Va.
Seward, Dorothy.....	Teaching	Hilton Village, Va.
Sibley, Lucy.....	Teaching	Portsmouth, Va.
Sinclair, Keith.....	Teaching	Hampton, Va.
Stearns, Elizabeth.....	Teaching	Fredericksburg, Va.
Taylor, Anne C.....	Teaching	Catlett, Va.
Thomas, Helen R.....	Teaching	Norfolk, Va.
Vaughan, Cora.....	Teaching	Mica, Va.
Ware, Juliet R.....	Teaching	Hume, Va.
Wartman, Nancy C.....	Teaching	Floyd C. H., Va.
White, Inez D.....	Teaching	Spotsylvania Co., Va.
Wornam, Mary.....	Teaching	Hampton, Va.
Wright, Churchill.....	Teaching	Dendron, Va.

NOTE.—Our graduates are requested to notify us of errors in above lists in order that corrections may be made in our mailing list and in succeeding Bulletins.

Application for Admission

STATE NORMAL SCHOOL FOR WOMEN

FREDERICKSBURG, VA.

1. The applicant for admission will please fill out this blank in her own handwriting, and forward it to the President of the School as early as practicable.

2. Prompt attention to this is urged in order to have a room in one of the dormitories reserved.

3. It is advisable that all applicants write the President of the School, stating fully the schools they have attended and the work they have completed.

4. Mail this blank to A. B. CHANDLER, JR., *President*,
Fredericksburg, Va.

Date _____ 192__

1. Name _____ 2. Age _____

3. Postoffice _____

4. County _____

5. Name of parent or guardian _____

6. Name and address of Principal _____

7. (a) What school did you last attend? _____

(b) Are you a graduate? _____ (c) If not, number high school
units completed _____

8. Do you hold a teacher's certificate? _____ 9. Grade _____

10. Have you taught? _____ 11. How long? _____

12. Is your health good? _____

13. Do you wish a room reserved for you in the dormitory? _____

14. Do you wish a State appointment entitling you to free tuition? _____

15. If so, is it your intention to teach for two years in the public schools of
Virginia? _____

Free tuition is given those who have taught or expect to teach in
the Public Schools of Virginia.

16. Check the course you now think you would like to take:

(a) I. Primary Grades.

(b) II. Grammar Grades.

(c) III. High School Grades.

(d) IV. Home Economics.

(e) V. Commercial Teacher Training.

Name in full _____

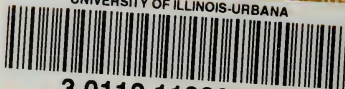
If you wish a State Scholarship, have the Superintendent of Schools of
your division sign the following:

I hereby recommend _____
for appointment as a State Scholarship student.

(Signed) _____

Superintendent of Schools.

UNIVERSITY OF ILLINOIS-URBANA



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